

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	Ed Ahead	Charter Holder Entity ID	90506
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		John Penczar	
Representative Telephone Number		520-777-3757	
Representative E-Mail Address		Jack.penczar@academyadventuresmidtown.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
Academy Adventures Midtown	90507	108506101

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?	179

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	40	Start Date for Distance Learning	August 6, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	100% until Governor allows schools to open their buildings to students	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	25-30%
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input checked="" type="checkbox"/> 5. Other (Please explain below)		
	If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:		

Due to the Executive Order, we will begin Distance Learning on August 6, 2020, for all students. When the Governor allows students back in the school building, our Distance Learning will continue for those families who do not want or feel comfortable to have their child in the school building. For those families that want their child back in school, a full day program will be available.

With the constant change in the pandemic, the school will remain flexible and allow families to choose throughout the school year if they want their child in school building or to attend through Distance Learning. Families will be required to let the school know the week prior if they plan to change the program their child will be participating in.

<p>Is the charter requiring students to do distance learning?</p>	<p>Choose an item.</p>
<p>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? <i>(Students will only be required to do Distance Learning until August 17th when the Executive Order expires. For those continuing with Distance Learning, there will be a physical location for the children if needed)</i></p>	<p>No</p>

**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
<p>1. Attendance Guidelines will be created and distributed to families. These guidelines will include:</p> <p style="padding-left: 20px;">a. Students will be required to attend live Zoom sessions during the school day (Synchronous Learning)</p> <p style="padding-left: 20px;">b. Students will be required to complete assignments daily on their own using online programs approved by the school, homework and reading (Asynchronous Learning)</p>	<p>1. Attendance Guidelines will be created by Angela Towner Mertz, reviewed by Patricia Campbell and Jack Penczar.</p> <p>2. Patricia Campbell will be monitoring the attendance records and conferencing with teachers.</p> <p>3. Teachers will contact their students' parents as needed when there is a concern regarding a child's attendance and/or participation.</p> <p>4. Patricia Campbell will follow up with any families necessary regarding attendance concerns.</p>	<p>1. Attendance guidelines will be completed by July 23, 2020 and distributed to families on July 25, 2020.</p> <p>2. Attendance will be taken daily at all live sessions throughout the day.</p> <p>3. Teachers will check student participation in online programs daily to see if students have completed their assignments.</p> <p>4. Teachers will review/grade all assignments turned in daily</p> <p>5. Attendance will be reviewed by the teacher and Principal every Wednesday and Parents will be contacted as necessary when children are not in regular attendance.</p>	<p>1. A copy of the guidance distributed to staff and families.</p> <p>2. Teacher gradebook and copies of completed assignments.</p> <p>3. Weekly attendance logs showing student participation.</p> <p>4. Copies of any paper packets given out.</p> <p>5. Communication logs showing all attempts made to contact families regarding attendance concerns.</p> <p>6. Printout from online programs showing student participation</p>

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<p>c. Schedules are based on the required number of minutes per grade level as set forth by the State.</p> <p>2. Teachers will record who is in attendance for each live session. The records will be discussed with the Principal each Wednesday to monitor participation by students. If there appears to be an issue with a student's participation, the teacher will make every effort to contact the parent via phone, email and/or text messaging to discuss their child's absences. If the teacher is unable to get a response, the Principal will also make an attempt to reach the parents to discuss attendance concerns. Weekly attendance sheets will be turned into the Principal to ensure compliance.</p> <p>3. Teachers will monitor all Asynchronous learning assignments through the online programs, parent signed reading logs and assignments turned in daily.</p>		<p>6. Weekly attendance records will be collected every Friday.</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>Being a K-5 school, we will have two steps to this: Communicating with the Child directly and Communicating with the parents & students together</p>	<p>1. Communication via phone and Class DoJo will be the teachers, as well as Patricia Campbell (principal)</p>	<p>1. Welcome will be done the week of July 27, 2020 2. Teacher and the school will post morning announcements daily through Class Dojo</p>	<p>1. Communication logs 2. Copies of any flyers, letters, etc. sent home</p>

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<ol style="list-style-type: none"> 1. Families will be contacted prior to school beginning to welcome them to the new school year and classroom. This will be done via phone calls and if necessary, emails and text messages. 2. Families and students will receive detailed expectations of their participation online. 3. Families and students will receive a detailed schedule so they know what to expect and when they are expected to be online. 4. There are several methods that will be used to stay in contact with families: <ol style="list-style-type: none"> a. Online platforms (Zoom and Class Dojo) b. Parent Texting Program c. Email Communications d. Phone Calls 5. Students will have the ability to reach their teacher by phone and thru Class Dojo as well as through Zoom during the teacher's "office hours" 	<ol style="list-style-type: none"> 2. Communication via email will be done by teachers, principal and administration 3. Parent Texting program will be conducted by Angela Towner Mertz 	<ol style="list-style-type: none"> 3. Other communication will be conducted regularly as needed 	
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Teacher and Staff Expectations and Support (1.a.ii)

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Staff will be expected to work their normal hours. They will either clock in, if working from the school or keep track of 	<ol style="list-style-type: none"> 1. Teachers will be responsible to create and turn in their lesson plans weekly. 	<ol style="list-style-type: none"> 1. Lesson plans will be due every Thursday by 4:00 pm for the following week. 	<ol style="list-style-type: none"> 1. Copies of lesson plans 2. Notes and/or signature on lesson plans showing they have been reviewed

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<p>their hours and turn in each week.</p> <ol style="list-style-type: none"> 2. Teachers will be required to turn in weekly lesson plans which will be reviewed by the Principal or designee 3. Teachers will be required to set up their Class Dojo where they will communicate with students and parents. 4. Teachers will create lessons appropriate for their students that align with state standards. These lessons will be done Live and the live sessions recorded to post in their Class Dojo and the school YouTube page for easy access. 5. Teachers will be required to monitor student progress, review and grade assignments, quizzes, and tests 6. Teachers will have office hours for students and/or parents to log into Zoom to ask questions, get additional help, etc.. 	<ol style="list-style-type: none"> 2. Teachers will keep a log of their hours to turn in weekly to Patricia Campbell. 3. Patricia Campbell or designee will be responsible to review lesson plans weekly. 4. Teachers will be responsible for preparing lessons, assignments, as well as reviewing and grading student assignments and recording them. 	<ol style="list-style-type: none"> 2. Lesson Plans will be reviewed every Friday and feedback given to teachers as necessary. 3. Daily sign in/out either on the Time clock or time logs. 	<ol style="list-style-type: none"> 3. Teacher/staff time logs or clock-in/out records
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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"> 1. Weekly Meeting with staff to cover policies and provide support 	<ol style="list-style-type: none"> 1. Patricia Campbell 	<ol style="list-style-type: none"> 1. Weekly for at least 30 minutes either in person or by Zoom 	<ol style="list-style-type: none"> 1. Notes 2. Sign in Sheet

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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<ol style="list-style-type: none"> 1. Professional Development Calendar will be created 2. Professional Development will be Wednesday mornings from 7:00 AM-8:30 AM. Professional Development will be done either in person or via Zoom (or both) depending on circumstances 	<ol style="list-style-type: none"> 1. Professional Development Calendar will be completed by Patricia Campbell. 2. Professional Development Meetings will be conducted by John Penczar and/or Patricia Campbell 	<ol style="list-style-type: none"> 1. PD Calendar will be completed by August 3, 2020 2. PD will be on Wednesdays of each week that school is in session for 90 minutes 	<ol style="list-style-type: none"> 1. PD Calendar 2. Sign In Sheets for PD 3. PD Meeting Minutes 4. Certificates of Attendance When applicable
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List Specific Professional Development Topics That Will Be Covered

Mindfulness in the Pandemic Era, Focus Skills and the COVID-19 Learning Gap, Using Digital Portfolios to Document Knowledge, STEM and hybrid Learning, Engagement Strategies for Hybrid Classrooms, Building Media Skills to Improve Student Learning in Hybrid/Virtual Classrooms, Social Emotional Learning, Using Digital Resources to Accelerate Learning, Google Documents, Class DoJo, Use of Assessment to Develop Lesson Plans, SMART Goals, MTSS

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		
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X		
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	If needed		
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support		X	X
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>
Kindergarten	Direct instruction via ZOOM, prerecorded videos posted on	GoMath!	Informal formative assessments daily during	

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	<i>Class Dojo & YouTube, Independent Practice</i>		<i>instruction, assessment at the beginning and mid Chapter</i>	
<i>1-3</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>GoMath!</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning and mid Chapter</i>	<i>Assessment at end of each Chapter</i>
<i>4-6</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>GoMath!</i>	<i>Not applicable</i>	<i>Assessment at end of each Chapter</i>
<i>7-8</i>				
<i>9-12</i>				

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>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>SuperKids</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Chapter</i>	<i>Assessment at end of each Chapter</i>
<i>1-3</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>1-2 Superkids 3 CKLA</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Chapter/Unit</i>	<i>Assessment at end of each Chapter/Unit</i>
<i>4-6</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>CKLA</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>7-8</i>				
<i>9-12</i>				

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>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>180 Days of Science/Teacher created</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>1-3</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>180 Days of Science/Teacher created</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>4-6</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>180 Days of Science/Teacher created</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>7-8</i>				
<i>9-12</i>				

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>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>180 Days of Social Studies/Teacher created</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>1-3</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on Class Dojo & YouTube, Independent Practice/Study</i>	<i>180 Days of Social Studies/Teacher created</i>	<i>Informal formative assessments daily during instruction, assessment at the beginning of the Unit</i>	<i>Assessment at end of each Unit</i>
<i>4-6</i>	<i>Direct instruction via ZOOM, prerecorded videos posted on</i>	<i>180 Days of Social Studies/Teacher created</i>	<i>Informal formative assessments daily during</i>	<i>Assessment at end of each Unit</i>

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	<i>Class Dojo & YouTube, Independent Practice/Study</i>		<i>instruction, assessment at the beginning of the Unit</i>	
7-8				
9-12				

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

The school is investing in new Chromebooks for the students to ensure they have the technology needed to connect to online classes and work. In addition, the school is investing in several new programs that are designed for Distance Learning that will help engage the students and make them excited about attending classes online. Some of the programs include Kahoot!; Screencastify, Unruly SPLATS; Learning A-Z; and Book Creator. The school will also be incorporating many free programs such as Google forms/docs/slides; Google Classroom; Flipgrid; SplashLearn; Typing.com; and Class Dojo.

Weekly, the school will have a school-wide STEM activity and a school-wide art activity that will be taught via ZOOM.

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. Students will meet with the Special Education teacher via ZOOM	1. Athena Taylor	1. Weekly for the required time according to the IEP	1. Weekly logs
2. Students will have alternative/amended assignments	2. Classroom teacher	2. Daily/as necessary	2. Daily notes, copies of assignments

Process for Implementing Action Step

1. Special Education Teacher will create a schedule for students and provide a copy to Patricia Campbell
2. Classroom Teacher will work with students' IEPs and the Special Education Teacher to give students alternative or amended assignments, as necessary.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Students will meet with the teacher via ZOOM 2. Students will access prerecorded videos 3. Students will have alternative/amended assignments	ELD Specialist	Daily	Lesson plans, lesson materials, student work, formative and summative assessment data

Process for Implementing Action Step

1. Teacher(s) will create ZOOM schedule. 2. Teacher(s) will create/find appropriate videos to support ZOOM meetings 3. Teacher(s) will provide alternative or amended assignments.
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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	X	X	X		
	Online Social Emotional videos	X	X	X		
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	Webcast					
	Email/IM					

Other: Teachers share concerns with Administration and refer out as necessary	x	x	x		
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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"> 1. Teachers/staff will perform daily check-ins with students – inquiring about mood, if student had breakfast, how student slept 2. Teacher/staff will present lessons on appropriate Social Emotional topics 	Classroom teacher/staff	<ol style="list-style-type: none"> 1. Daily 2. Weekly or bi-weekly 	Lesson plans, sample work, student examples

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
Students will be assessed at the end of each chapter/unit to determine the level of competency for standards at their grade level.	Classroom teachers	At the end of each chapter/unit	Summative assessment data

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>
Kindergarten	Galileo	<i>Depending on circumstance, if still doing Distance Learning, there will be a one-week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<i>Beginning of Year Benchmark: Week of September 10, 2020 1st Benchmark Assessment: Week of December 7, 2020 2nd Benchmark Assessments: Week of March 8, 2021 End of Year Benchmark: Week of May 10, 2021</i>
1-3	Galileo	<i>Depending on circumstance, if still doing Distance Learning, there will be a one-week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<i>Beginning of Year Benchmark: Week of September 10, 2020 1st Benchmark Assessment: Week of December 7, 2020 2nd Benchmark Assessments: Week of March 8, 2021 End of Year Benchmark: Week of May 10, 2021</i>
4-6	Galileo	<i>Depending on circumstance, if still doing Distance Learning, there will be</i>	<i>Beginning of Year Benchmark: Week of September 10, 2020</i>

		<i>a one week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<p><i>1st Benchmark Assessment: Week of December 7, 2020</i></p> <p><i>2nd Benchmark Assessments: Week of March 8, 2021</i></p> <p><i>End of Year Benchmark: Week of May 10, 2021</i></p>
7-8			
9-12			

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>
<i>Kindergarten</i>	<i>Galileo</i>	<i>Depending on circumstance, if still doing Distance Learning, there will be a one-week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<p><i>Beginning of Year Benchmark: Week of September 10, 2020</i></p> <p><i>1st Benchmark Assessment: Week of December 7, 2020</i></p> <p><i>2nd Benchmark Assessments: Week of March 8, 2021</i></p> <p><i>End of Year Benchmark: Week of May 10, 2021</i></p>
<i>1-3</i>	<i>Galileo</i>	<i>Depending on circumstance, if still doing Distance Learning, there will be a one-week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students</i>	<p><i>Beginning of Year Benchmark: Week of September 10, 2020</i></p> <p><i>1st Benchmark Assessment: Week of December 7, 2020</i></p>

		<i>are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<p><i>2nd Benchmark Assessments: Week of March 8, 2021</i></p> <p><i>End of Year Benchmark: Week of May 10, 2021</i></p>
4-6	Galileo	<i>Depending on circumstance, if still doing Distance Learning, there will be a one-week window with sign up times for students to come in and take the Benchmark tests. This will allow proper health and safety protocol. If students are in the building, a test schedule will be set up and students will take benchmark testing in the classroom.</i>	<p><i>Beginning of Year Benchmark: Week of September 10, 2020</i></p> <p><i>1st Benchmark Assessment: Week of December 7, 2020</i></p> <p><i>2nd Benchmark Assessments: Week of March 8, 2021</i></p> <p><i>End of Year Benchmark: Week of May 10, 2021</i></p>
7-8			
9-12			

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

Since Galileo is online being able to have the students in the building to test for monitoring purposes and less distractions is important to us. We will do all we can to accommodate families to be able to have their child(ren) come in and test without the worries of covid-19 by providing scheduling that limits the number of people in the building at one time and to accommodate parent work schedules.

Curriculum also has built in Benchmark Assessments and those will be conducted in a similar fashion based on the schedule set by the curriculum scope and sequence. Depending on the assessment, it will be done online through Distance Learning or scheduled for the students to take the test in the building.

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.

We understand that many of our parents are back at work and work during the day. Since our students are younger, we have some parents that do not want their child online if they are not there to supervise. To accommodate these families, we will be offering evening live session with teachers. Teachers will be able to present curriculum, answer questions and be supportive of families.

In addition, to allow as much student interaction as possible in a Distance Learning environment, we will be doing some all school activities weekly in the evening such as art projects, STEM projects, etc. Allow students time to interact with students in other grades as they would if we were in the building. We want our students to feel a sense of community so when we return to the building there is a feeling of support.

Not only will we have live sessions, sessions will be recorded and posted to allow both students and parents to go back and review if needed. We want to provide as much support and as many resources as possible to help make our students successful. If we have parents who would prefer to have some paper packets, we will make those available to them each week, but they will not be necessary to learn and/or understand the work.

Teachers will do Verbal Assessments weekly with individual students to check for understanding, as well as checking on attendance and well being.