Flagstaff Junior Academy Distance Learning Plan

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.

# Charter Holder Information

|  |  |  |  |
| --- | --- | --- | --- |
| **Charter Holder Name** | **Flagstaff Junior Academy** | **Charter Holder Entity ID** | 4207 |
| **Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)** | | Thomas Drumm | |
| **Representative Telephone Number** | | (928) 774-6007 | |
| **Representative E-Mail Address** | | thomasdrumm@fjacademy.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** |
| **Flagstaff Junior Academy** | **4207** | **038752000** |
|  |  |  |
|  |  |  |
|  |  |  |

# Distance Learning Background Information

1. *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.*

*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* |

1. *Distance Learning Option (3.b)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Estimated Enrollment for FY 2021** | **315** | **Start Date for Distance Learning** | **August 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** | **315** |
| **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 \_\_\_\_\_\_\_\_\_October 9, 2020\_\_\_\_\_\_\_ 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:** | | | |
|  | | | |

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

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

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

1. *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/***](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** |
| * Student attendance will be tracked using Flagstaff Junior Academy’s approved Learning Management System, SchoolsPLP. This LMS tracks student total time logged into classes, as well as the duration of time in attendance during videoconferencing classes. | School registrar and administration | Daily | Daily reports from the LMS will be pulled and uploaded and submitted through our school’s Student Information System. |

1. *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** |
| * Each child and parent enrolled at our school will be contacted via telephone on a weekly basis by a staff or faculty member * All teachers and support staff will be communicating with students and parents through the school’s LMS, which allows for teachers to communicate with families * All teachers and support staff will also utilize email communications to stay in regular contact with parents and students | * Administration is responsible for ensuring that staff and faculty assigned to these tasks complete this task weekly. * All teachers and support staff | * Weekly phone calls and daily attendance tracker * Daily and weekly interface using the school’s Learning Management System | * Documentation from the assigned staff/faculty member will be provided to administration that confirms each child/family was contacted by phone. |

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

1. *Describe expectations of teachers and other staff working virtually.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| * Classes will be held daily using the school’s LMS (SchoolsPLP). * Also, teachers will be providing instruction via videoconferencing (Zoom) on regular basis, depending on the age level. * Teachers will be following the AZ College and Career Readiness Standards to ensure alignment of curriculum with the standards | Teachers, support staff, and administration | Daily | Learning Management System |

1. *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** |
| * Provide staff with training on employee manual, policies and procedures, school programs * Share school’s Reopening Plan with all stakeholders * Training on health insurance benefits and processes | * Executive Director and administrative team * School administration * Business Manager/HR team and health insurance representative | * Prior to the start of the year. This has already been completed. * Prior to school year; update as necessary * Annually | * Staff meeting agendas, emails, employee handbooks * Posted on school website * Emails |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| * Back to school teacher and staff orientation * Monthly all-staff meetings ongoing throughout the year either in-person or via Zoom | School administration, teacher committees, outside agencies and trainers | * Prior to school year: New staff orientation, review of policies and procedures, training son new schoolwide LMS * Monthly PD will occur during all-staff meetings | * Staff meeting agendas, emails with staff |
| **List Specific Professional Development Topics That Will Be Covered** | | | |
| * Mental Health: Youth Mental Health First-Aid training. CDC guidelines regarding covid-19 protocol, mental health resources for all employees as well as for students and families * Distance Learning: 4 trainings prior to the start of school year on how to implement the SchoolsPLP Learning Management System; in addition, ongoing trainings provided by school’s IT team on how to prevent security breaches of school network * Special education trainings are ongoing including how to implement accommodations/modifications, intervention strategies * PBIS: ongoing Positive Behavior Interventions and Supports trainings for staff on how to implement this schoolwide program effectively | | | |

# 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 |  |  |  |
| Other: | x |  |  |
| **What will be Used to Respond to Need**? | | | |
| Loaner Device (laptop/tablet) | x |  |  |
| WIFI Hot Spot | x |  |  |
| Supplemental Utility Support (Internet) | x |  |  |
| Other: |  |  |  |
| **When will stakeholders have access to IT Support Availability?** | | | |
| Traditional School Hours | x |  |  |
| Extended Weekday Hours |  | x | x |
| 24/7 Support |  |  |  |
| Other: |  |  |  |

# Instructional Methods and Monitoring Learning (1.a.iii)

1. *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* | * *Teacher plans to meet with students in a 1:1 environment at least one time per week* * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* * *Weekly packets of material for students* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* | * *Completion of individual student packets that are sent home on a weekly basis* |
| *1-3* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* * *Weekly packets of material for students* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* * *AzMerit* |
| *4-6* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* * *AzMerit* |
| *7-8* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* * *AzMerit* |
| *9-12* | *NA* | *NA* | *NA* | *NA* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* * *Weekly packets of material for students* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Teacher will meet with students individually 1x per week and assess student for reading, including sight words, vowel sounds, letter recognition* * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* | * *Completion of individual student packets that are sent home on a weekly basis* |
| *1-3* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* * *Weekly packets of material for students* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* * *AzMerit* |
| *4-6* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* * *AzMerit* |
| *7-8* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* * *AzMerit* |
| *9-12* | *NA* | *NA* | *NA* | *NA* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* * *Weekly packets of material for students* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* | * *Completion of individual student packets that are sent home on a weekly basis* |
| *1-3* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* * *Weekly packets of material for students* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* |
| *4-6* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* |
| *7-8* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* |
| *9-12* | *NA* | *NA* | *NA* | *NA* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* * *Weekly packets of material for students* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* | * *Completion of individual student packets that are sent home on a weekly basis* |
| *1-3* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* * *Weekly packets of material for students* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* |
| *4-6* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* |
| *7-8* | * *Asynchronous instruction and content through the Learning Management System SchoolsPLP* * *Synchronous instruction via videoconferencing (Zoom)* | * *Learning Management System: SchoolsPLP and Lincoln Learning* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* * *Teacher created content in alignment with the AZ College and Career Readiness Standards* | * *Student participation during synchronous class time* * *Monitoring and observation of virtual meetings* * *Progress monitoring via exit tickets, responses, and hand signals during synchronous instruction* * *Monitoring progress of student work within the LMS* | * *End of unit assessments on the school’s approved LMS* * *End of unit projects and assessments that can be completed at home and either turned in at the school or shown to the teacher via videoconferencing* * *Projects* * *Rubrics* * *Benchmark testing using Galileo* |
| *9-12* | *NA* | *NA* | *NA* | *NA* |

|  |
| --- |
| **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.***

1. *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** |
| * Provide all teachers and support staff with accommodations/modifications for students who they work with * The special education teachers will be meeting with students via Zoom to provide required services per IEPs | * Case Managers and Special Education Coordinator * Special education teachers | * Prior to the start of school year; will be updated and disseminated as information changes * Daily, weekly | * Emails and spreadsheet that show accommodations and modifications * Schedule of service time |
| **Process for Implementing Action Step** | | | |
| The school has already created the necessary documents in action step 1 and shared with appropriate employees. The special education teachers are creating and will revise and update the schedules, and contact general education teachers, and parents for the implementation if action step 2. | | | |

1. *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** |
| * Identify students as potential ELL students through analysis of the school PHLOTE forms * Assess student needs for ELL services * ELL coordinator will ensure that students have the services they need | * ELL coordinator * ELL coordinator * ELL coordinator | * At the beginning of the year and as transfer students enroll in our school | * PHLOTE forms * ILLPs |
| **Process for Implementing Action Step** | | | |
| All ELL students will have an ELA class with a highly qualified teacher | | | |

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Kinder** | **1-3** | **4-5** | **6-8** | **9-12** |
| **Social Emotional**  **Learning** | Teacher Check-in | x | x | x | x | NA |
| Packet of Social and Emotional Topics |  |  |  |  |  |
| Online Social Emotional videos | x | x | x | x |  |
| Parent Training |  |  |  |  |  |
| Other: | x | x | x | x |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Kinder** | **1-3** | **4-5** | **6-8** | **9-12** |
| **Counseling Services** | In-Person |  | x | x | x | NA |
| Phone |  | x | x | x |  |
| Webcast |  | x | x | x |  |
| 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** |
| * Through the school’s PBIS framework, teachers and staff will implement a Positive Behavior Intervention & Supports program * Implement strategies learned from our upcoming Youth Mental Health First Aid training * Provide some limited in-person extra curricular activities | * All teachers and staff, administration * All teachers, staff and administration * Assigned teachers, coaches | * Daily * As necessary * Activities will be scheduled on a regular, consistent basis depending on activity | * PBIS documentation such as ODRs, reinforcement matrix, and Tier 1/2/3 documentation * Counseling referrals, emails with staff and parents * Attendance logs of individual activities |

# 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** |
| Summative Assessment | Teacher | Weekly or per unit | Teacher grade book |
| Formative Assessment | Teacher | At the end of the semester or school year | Teacher grade book, Galileo assessment |

# 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* | *Teacher created* | *Online and in-person* | *August, January, May* |
| *1-3* | *Galileo* | *Online* | *August, January, May* |
| *4-6* | *Galileo* | *Online* | *August, January, May* |
| *7-8* | *Galileo* | *Online* | *August, January, May* |
| *9-12* | *NA* | *NA* | *NA* |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  |  | | --- | --- | --- | --- | | **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* | *Teacher created* | *Online and in-person* | *August, January, May* | | *1-3* | *Galileo* | *Online* | *August, January, May* | | *4-6* | *Galileo* | *Online* | *August, January, May* | | *7-8* | *Galileo* | *Online* | *August, January, May* | | *9-12* | *NA* | *NA* | *NA* |   **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)

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| **The charter school may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.** |
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