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:

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 Education Solutions	Charter Holder Entity ID	90758
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Dom Sirianni		
Representative Telephone Number	602.374.1733		
Representative E-Mail Address	dom.sirianni@astravo.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
Astravo Online Academy	91246	07-85-82-002
Astravo Online Academy	91184	07-85-82-003

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.

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.

			For AOIs like us, A.R.S. 15-808 advises that all days from July 1 to June 30 are considered days in session.
How many instructional days will the charter school operate for School Year 2020-2021?			
How many instructional days did the charter school operate for School Year 2019-2020?			For AOIs like us, A.R.S. 15-808 advises that all days from July 1 to June 30 are considered days in session.

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

Estimated Enrollment for FY 2021	700 ADM	Start Date for Distance Learning	7/1/2020 as all days from July 1 to June 30 are considered days in session per A.R.S. 15-808 for AOI schools. This DLP will be submitted to ASBCS and posted by August 14, 2020.
Estimated Number of Students Participating in Distance Learning for the Full Year	700 ADM	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	0
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:			

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?	As an AOI, no physical location was provided in FY2020 school year nor will a physical location be provided this school year.

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
Attendance is driven by the students and, in the lower grades, directly supported by parents and guardians. Students participate in their online lessons daily.	Students Parents	Daily	Content logs Communication between teacher and student
Students and parents track their attendance daily.	Students Parents	Daily	Time spent in the learning system Time spent on schoolwork outside of the system
Each week, we collect a formal Attendance Log that documents the hours each student spent doing school work.	Students Parents	Weekly	Pursuant to ADE requirements and A.R.S. §15-808, we collect daily student attendance via weekly attendance logs.

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
A strong start is critical to success in a virtual learning environment. As such, we proactively send welcome and orientation emails prior to the first day of school. This helps students and parents be prepared. It also starts building a connection between the home and the school.	Teachers Staff	Prior to student start date	System logs Communication logs
We also have a formal Orientation course for all new and returning students that reinforces communication requirements. This course is monitored by teachers and paraprofessionals and it helps give students (and parents) the information they need to be successful in an online school. The teachers and paraprofessionals facilitating the Orientation reach out to families that show signs of struggle by not logging in or starting and then stopping for a while.	Orientations teachers and paraprofessionals	Daily during the first days a student is in our online school	Orientation assignments completed Orientation completion logs System logs
Teachers and staff reach out to all new students within two days of starting courses. This ensures a strong home/school connection and provides families an important link if they have questions.	Teachers and Advisors	Ongoing for all new students	System logs
Teachers use our digital learning systems to monitor student progress through the course and communicate routine updates for students and parents.	Teachers	Weekly	System logs
Teachers facilitate direct instruction sessions with students multiple times a week. These classroom sessions are both live and recorded helping families that require flexibility.	Teachers	Multiple times per week	Lesson plans Classroom Observations Course Calendars

Every day, teachers and staff proactively reach out to students and, when appropriate, parents, using a multitude of channels. We use phone calls, video calls, Zoom meetings, text chat, assignment submissions, and more to provide feedback and connect with our families. Not all students or families are contacted every day by every teacher but teachers and other staff are available if parents or students reach out for help.	Teachers Paraprofessionals Advisors	Daily	System logs Communication reports Student login reports
Feedback on graded work is communicated quickly and in many ways. Teachers may provide it in writing but we also use video to give the teacher a chance to explain things that don't come across well in writing. Feedback can also be provided synchronously and asynchronously meaning sometimes it's provided when the student is not talking to the teacher and someone the teacher will deliver it when they are together.	Teachers Paraprofessionals	Ongoing for all students	Lesson plans Classroom Observations
Answering incoming requests is critical to ensuring our students and parents are well served and feel a strong connection to the school. We staff a team of advisors to answer inbound calls from families. We've extended the hours of operation during this season from 7:00 AM to 8:00 PM and added weekend coverage. Our teachers and paraprofessionals try to answer all incoming communications immediately. Oftentimes though, they are online with another student. As such, all messages, regardless of type (email, text, phone calls, etc) are answered within 2 to 24 hours of being received.	Teachers Paraprofessionals	Ongoing	System logs QA Observations

Throughout the school year, our staff is available outside of "normal" school hours so we can be there to help when students are working. For example, some of our teachers work later in the evening because that's when students are online doing work.	Teachers Advisors	Ongoing	System logs
We have a structured communication plan specifically designed to intervene and prevent students from disengaging from school to the point where they need to be withdrawn for lack of attendance. Students that are not in regular attendance in their classes are contacted by a teacher, paraprofessional, or advisor to understand what's causing their absences. The staff try and help families overcome barriers blocking the student from participating. Students are advised of the need to engage in classes to ensure they are successful. Should a student not attend for five days, we send the parent a formal notification via email. This in addition to the calls above. After ten consecutive days of absences, the student is withdrawn per regulations though we do everything possible to try and prevent that from happening.	Teachers Advisors Staff	Daily	System logs Truancy reports Truancy-related communications Student login reports

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
The majority of our teams work from home as we support students that attend school from home. All of the action steps outlined above are fully fulfilled from work from home staff.	Teachers Paraprofessionals Advisors Administrators	Daily	Communication logs System logs Student feedback
Our administrators provide ongoing one-on-ones, observations, and quality assurance checks to ensure staff is properly supported.	Managers Administrators	Daily	System logs Employee records Communication logs

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
We provide guidance to teachers and staff in the form of handbooks, toolkits, training, and professional development to build employee effectiveness.	Executive Leadership	Ongoing, and prior to school start	Handbook, toolkits, and other documented process-related documents
Our new and experienced staff both receive asynchronous training so they are prepared to support students in a distance learning school.	Instructional Leaders	Ongoing, and prior to school start	Online, asynchronous, staff training classrooms
In addition to the asynchronous training, we run an internal mentorship program to increase teacher knowledge, engagement, efficacy, and retention.	Instructional Leaders Mentors	Ongoing, beginning on the employee start date	Notes from meetings, system logs, notes from employee one-on-ones.

Our Instructional Leaders facilitate ongoing one-on-ones with all staff at least monthly to ensure teachers are properly reaching out to parents and students and sharing best practices in online learning. They also keep our team aware of any pertinent changes in policy or process.	Managers	Ongoing, schedule adapted to employee need	Namely notes, calendars

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Our professional development has focused on communication strategies specifically within an educational landscape. We work hard to ensure our teachers and staff are properly supported when reaching out to families and driving student engagement. Professional development is delivered via synchronous sessions in Zoom.	School Leadership Team Consultants Teachers	The school development calendar contains monthly synchronous sessions, with the video library on-demand at all times	Professional development calendar Meeting notes
We retain recordings of previous PD sessions so newly hired teachers can access the same content. This brings consistency to our culture and, by extension, the parent and student experience.	School Leadership Team Consultants Teachers	The school development calendar contains monthly synchronous sessions, with the video library on-demand at all times	Follow up assignments and surveys One-on-one employee follow up meetings

List Specific Professional Development Topics That Will Be Covered

2020-2021 PD Calendar Topics: Accommodation planning, IReady diagnostic, preparing for instruction, teacher expectations, quality feedback, advisor support, welcome calls, student schedules, learning library development 4 part series, family orientation resources, special services supports (SPED, EL, GT, 504), teacher evaluation systems, intervention process and sessions, academic integrity, mandatory reporter, data-driven instruction, state testing, implementing assessment, student/family contact expectations, MOWR literacy training, Arizona accountability systems, grading, social-emotional learning, diversity, and inclusion training

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire			
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)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours			
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	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, iReady by Curriculum Associates	Weekly assignments, teacher testing, teacher observation through activities, exit tickets	Projects, assessment
1-3	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, iReady by Curriculum Associates	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final assessment, projects & presentations, tests
4-6	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, eDynamic Learning, iReady by Curriculum Associates	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final assessment, assignments, projects & presentations, tests

7-8	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, eDynamic Learning, iReady by Curriculum Associates, StudyForge	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final assessment, assignments, projects & presentations, tests
9-12	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, eDynamic Learning, iReady by Curriculum Associates, StudyForge	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final assessment, assignments, projects & presentations

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	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, iReady by Curriculum Associates	weekly assignment packets, teacher testing, teacher observation through activities, exit tickets	Projects, assessment
1-3	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, iReady by Curriculum Associates	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final writing assignments, projects & presentations, tests

4-6	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, eDynamic Learning, iReady by Curriculum Associates	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final writing assignments, projects & presentations, tests
7-8	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, eDynamic Learning, iReady by Curriculum Associates	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final writing assignments, projects & presentations, tests
9-12	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, eDynamic Learning, iReady by Curriculum Associates	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final assessment, final writing assignments, projects & presentations

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	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education	Weekly assignment packets, teacher testing, teacher observation through activities, exit tickets	Projects, assessment
1-3	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final assessment, projects & presentations, tests
4-6	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, eDynamic Learning	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final assessment, assignments, projects & presentations, tests
7-8	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, eDynamic Learning	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final assessment, assignments, projects & presentations, tests

9-12	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, eDynamic Learning	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final assessment, assignments, projects & presentations

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	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, Carone Learning	weekly assignment packets, teacher testing, teacher observation through activities, exit tickets	Projects, assessment
1-3	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, Carone Learning	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final assessment, projects & presentations, tests
4-6	Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc.	Accelerate Education, Ramsey Education, eDynamic Learning, Carone Learning	Module quizzes, weekly assignments, ed-tech games, exit tickets	Final assessment, assignments, projects & presentations, tests

| 7-8 | Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc. | Accelerate Education, Ramsey Education, eDynamic Learning, Carone Learning | Module quizzes, weekly assignments, ed-tech games, exit tickets | Final assessment, assignments, projects & presentations, tests |
| 9-12 | Direct Instruction via Zoom, phone calls to parents and students, recorded lessons, small group and one on one coaching and development; Learning Management Systems, Video meetings via Zoom, and Google Meet, text chats, etc. | Accelerate Education, Ramsey Education, eDynamic Learning, Middlebury Interactive Languages, Magoosh, Carone Learning | Module quizzes, weekly assignments, ed-tech games, exit tickets | Final assessment, assignments, projects & presentations |

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

In addition to the substantive learning tools provided above, our families log into a dashboard that provides a snapshot of student performance. For each class, this information includes but is not limited to: assignment grades, current course grade, percent of work completed, a daily list of work to be completed, and attendance. We also include the student's benchmark assessment outcomes.

Recent teacher communication including feedback on assignments is also included.

Our teachers also provide a broad base of instruction and support including but not limited to: synchronous zoom sessions for content lessons, intervention sessions, MOWR sessions, targeted one-on-one and small group sessions (teacher office hours), text chat, direct support for embedded student accommodation plans, on-demand videos for help, and recordings of live sessions in case the student missed one or needs to refer back.

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
Collecting the educational records of students with disabilities is a critical	Advisors Exceptional Student Services Team	On-Demand	Records requests Student records

component of providing the appropriate services. We start the process of collecting records as soon as we become aware a student may have a disability.			
The Exceptional Services team evaluates the educational records of students with disabilities to ensure proper services are provided.	Exceptional Student Services Team	On-Demand	IEPs 504s IEP Meeting notes Confidential student records
Direct Instruction via Zoom and all of the other services called out above	Special Education Director Special Education Teachers General Education Teachers	Daily, weekly, monthly direct service minutes depending on the student's individualized education plan	Daily attendance logs, lesson plans, notes in the SIS system, progress monitoring on the Individual educational plan
Virtual Guardian/Teacher indirect Service time/Individualized Education Plan meetings	Special Education Director Special Education Teachers General Education Teachers Guardian	Monthly indirect service minutes depending on the student's individualized education plan	Documentation in the student's file, updates, as required, to the IEP

Process for Implementing Action Step
The staff is trained on Zoom and delivery of individual and small group instruction based on the individual educational plan (IEP). The instructional interventions are specifically targeted to address the student's individual goals on the IEP. The staff has been trained on how to provide exceptional parent support for remote learners by focusing on assisting their learners with special needs how to best learn.

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
Collecting the educational records of English Learners is a critical component of providing the appropriate services. We start the process of collecting records as soon as we become aware a student may be an English learner.	Advisors EL Team	On-Demand	Records requests Student records
Asking families questions that might help indicate the student's language proficiency is also important and is something we do during the enrollment process.	Advisors	On-Demand	Home Language Surveys Student records
Direct Instruction via Zoom and all of the other services called out above	EL Director EL Teachers General Education Teachers	K-5: 120 minutes daily (60 minutes targeted ELD with EL teacher, 60 minutes integrated support in gen ed classes) 6-12: 100 minutes daily (50 minutes targeted ELD with EL teacher, 60 minutes integrated support in gen ed classes)	Daily class attendance Teacher lesson plans Planning notes between content teachers and EL teachers
Virtual Parent or Guardian/Teacher Conferences	EL Director EL Teachers Parents/Guardians	As needed discussions between EL Director, EL Teachers, General Education Teachers, and parents or guardians to ensure open communication and address barriers to effective education	Notes in the student's file

Process for Implementing Action Step

EL and content staff have been trained on how to instruct in the online setting. This includes how to provide ELD instruction (EL teachers) and scaffolded instruction (content/EL teaches). The staff has also been trained on how to use Zoom and our online curriculum. The staff has been trained on how to provide exceptional parent support for remote learners by focusing on the best way to build connections, and how to reach families in ways that are convenient for them. Translation and interpretation services are provided for family communications.

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone	x	x	x	x	x
	Webcast	x	x	x	x	x
	Email/IM	x	x	x	x	x
	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
During welcome calls, teachers emphasize relationship skills and self-management.	Teachers	Beginning of year or within 2 days of beginning distance learning	Scripts Checklists System logs Comm logs
During a walk to class calls, advisors emphasize self-management and responsible decision making.	Advisors	Beginning of year or up to one day prior to the student beginning distance learning	Scripts Checklists System logs Comm logs
Teachers implement direct instruction sessions with an emphasis on relationship skills and social awareness.	Teachers	Up to 12 times per week.	Session recordings Attendance logs
Teachers make regular proactive phone calls to check in with parents and students to monitor progress and support social and emotional growth.	Teachers	Semi-Monthly	Scripts Checklists System logs Comm logs
We provide heavy support to parents that are new to online learning. Incorporated in this support are Social/Emotional learning topics.	Teachers Administrators	Series is offered at the beginning of each semester	Scripts Checklists System logs Comm logs Session recordings
Students that require individual counseling can be referred to the school psychologist for targeted support.	School Psychologist	As needed for a student in crisis or as indicated on student IEP	Comm logs Confidential student records

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
We continuously monitor student attendance and engagement and, if students are not properly engaged for a certain period of time, they are withdrawn from the school.	Administration	Daily	Log in records, system reports, attendance logs, actionable lists for the team.
Teachers monitor student academic progress daily and reach out if the student stumbles. This includes ensuring adequate progress as well and academic achievement. Teachers consistently monitor grades and follow up with students and parents or guardians.	Teachers Administration	Daily	System reports, student work submitted, student pacing indicators, truancy list.
Three times a year, we assess student academic performance using IReady assessments in reading and math. This provides an opportunity to evaluate student performance against benchmarks and intervene or remediate as needed.	Teachers, Administration	Weekly	IReady reports, growth reports, diagnostic reports, student instructional time engagement reports.
We have an RTI/MTSS plan to address learning gaps and accelerate students toward stretch growth goals.	MTSS team, teachers, Administration	Weekly	MTSS lists, sessions, emails, communication, session attendance, and 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)			
	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	iReady by Curriculum Associates	Online	Fall, Winter, Spring testing windows
1-3	iReady by Curriculum Associates	Online	Fall, Winter, Spring testing windows
4-6	iReady by Curriculum Associates	Online	Fall, Winter, Spring testing windows
7-8	iReady by Curriculum Associates	Online	Fall, Winter, Spring testing windows
9-12	iReady by Curriculum Associates	Online	Fall, Winter, Spring testing windows

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	iReady by Curriculum Associates	Online	Fall, Winter, Spring testing windows
1-3	iReady by Curriculum Associates	Online	Fall, Winter, Spring testing windows
4-6	iReady by Curriculum Associates	Online	Fall, Winter, Spring testing windows
7-8	iReady by Curriculum Associates	Online	Fall, Winter, Spring testing windows
9-12	iReady by Curriculum Associates	Online	Fall, Winter, Spring testing windows

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

Students, and parents when appropriate, are given specific instructions to facilitate iReady assessments. We explain the importance of the test and how it will adapt based on student proficiency against standards.

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.

As an experienced AOI, we are not new to online learning. Our model supports students by maintaining a strong focus on teacher outreach and adult guidance. We strive to keep parents informed and engaged in the student learning process. In addition to our teachers, we employ paraprofessionals and advisors to help ensure students receive timely feedback on assignments, engagement, and attendance. Our focus on engagement is at its highest immediately following student enrollment when families need the greatest amount of support in their transition to our school. We have developed resource guides, videos, live support sessions, and helplines to ensure that families have the tools necessary to be successful.