

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	Sandra K. Breece, Ed.D.	Charter Holder Entity ID	79218
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Dr. Sandra K. Breece		
Representative Telephone Number	(928) 855-8661		
Representative E-Mail Address	sbreece@telesis-academy.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
Telesis Preparatory (TP)	80980	08-87-02-002
Telesis Preparatory Academy (TPA)	78857	08-87-02-001

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

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If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the charter school operate for School Year 2020-2021?	180
How many instructional days did the charter school operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	247 TP 62 TPA	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	20	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	289
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:		

We intend to offer distance learning for all students until Governor opens “in-person learning” for public schools. At that time we will welcome students back to a safer and sanitized campus. Those parents/guardians who are uncomfortable with that, we will continue to offer distance learning for those students.

Is the charter requiring students to do distance learning?	No
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	No

**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
<ul style="list-style-type: none"> • Attendance will be taken by teachers daily after students log 	<ul style="list-style-type: none"> • K-12 classroom teachers • Technology Coordinator 	<ul style="list-style-type: none"> • Daily attendance taking 	

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<p>into Google Classroom, to keep everybody on track. Daily/Weekly attendance rosters will be emailed to Registrar.</p> <ul style="list-style-type: none"> • Students must login every day into each of their classes like a regular school day. They will spend same number of minutes in each class like they would when they were on campus. • Chromebooks for grades 3-12 • Go Guardian on all Chromebooks • Google Classroom installed on all Chromebooks • Daily schedule conducted online for 3-12 • Zoom for grades K-2 • Daily schedule conducted online for K-2 	<p>and Registrar</p> <ul style="list-style-type: none"> • K-2 Classroom Teachers and Registrar 	<ul style="list-style-type: none"> • Daily attendance taking 	<ul style="list-style-type: none"> • Communication with their teachers via Google Meet • Logging into Google Classroom • Logging into online curriculum platform • Daily/Weekly attendance rosters • Communication with their teachers via Zoom • Meeting agenda/minutes discussing about taking attendance regularly
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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
<ul style="list-style-type: none"> • In-Touch messages • Email • Phone calls • Posted messages on Facebook 	<ul style="list-style-type: none"> • Superintendent/Principal and Technology Coordinator Registrar, classroom teachers, Counselor. 	<ul style="list-style-type: none"> • As needed in the beginning and frequently for those who are not complying to attendance requirements. • Teachers will communicate through weekly/bi-weekly emails, and on need basis. 	<ul style="list-style-type: none"> • Email evidence through Synergy, Telesis Gmail, Smarter mail. • In-Touch message/email evidence. • Documentation of phone call date, time, conversation. • Attendance is regular and consistent via Google Classroom, Zoom, tracking online curriculum logins. • Minutes from team meetings about consistent communication

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
<ul style="list-style-type: none"> Teachers will be on campus daily in classrooms conducting class instruction via Google Meet and Zoom. <ul style="list-style-type: none"> - Teach for Lesson Mastery - Practice Positive Expectations - Integrate Character Education Concepts - Use Student Engagement Techniques and Strategies - Implement Thinking Maps - Enforce Capturing Kids Hearts Staff will be on campus regularly performing their duties and supporting teachers, students, and parents accordingly. 	<ul style="list-style-type: none"> Superintendent/Principal and Instructional Analysis Director 	<ul style="list-style-type: none"> Daily 	<ul style="list-style-type: none"> Checking in on classroom teachers and holding additional trainings as required. Informal and formal observations, monitoring, and providing feedback. Lesson plan submission Meeting agendas/minutes discussing these items

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
<ul style="list-style-type: none"> Orientation Email Meetings and trainings Staff guidelines Office procedures 	<ul style="list-style-type: none"> Superintendent/Principal, Instructional Analysis Director, Invited speakers Superintendent/Principal, Instructional Analysis Director 	<ul style="list-style-type: none"> July 27-31, 2020 Weekly Weekly 	<ul style="list-style-type: none"> Teachers successfully attending to students' academic needs each day Meeting agendas/minutes Email communication Copies of documentation

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

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> • PD will be provided based upon last school year’s PD Needs Assessment Survey, Curriculum Committee recommendations, feedback from returning teachers, and the current needs of DL instruction 	<ul style="list-style-type: none"> • Instructional Analysis Director 	<ul style="list-style-type: none"> • Regularly and as needed with consistent pre-planning • Orientation week (July 27-31) • Friday afternoon in-services 	<ul style="list-style-type: none"> • Teachers will consistently implement PD strategies and techniques • PD plan • PD calendar • Meeting agendas/minutes • PDNA survey feedback • PD documentation

List Specific Professional Development Topics That Will Be Covered

<ul style="list-style-type: none"> • Synergy Applications • Gradebook Applications • Google Classroom Applications • Zoom Applications • Go Guardian Applications • Savvas EnVision Math trainings • Savvas myview (3-5) & myPerspectives (6-12), Superkids (K-2) English Language Arts • New curriculum collaborative PLC meetings • Science Dimensions training • Galileo training • Renaissance training • Lesson Plan training • Special Education Review • Mentor meetings • Moby Max training • PLC meetings for vertical alignment • Capturing Kids’ Hearts training • Data Analysis trainings

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire		X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other: Parents/Guardians			
What will be Used to Respond to Need?			
Loaner Device (Chromebook or laptop)	X	X	X
WIFI Hot Spot		X	X
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
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)				
	<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>	Direct Instruction via Zoom	Savvas enVision Math	key assessments and progress monitoring options,	<ul style="list-style-type: none"> <i>Pre-testing</i> <i>Placement testing</i>

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			Quizzes, Topic Assessments, Cumulative Benchmarks and diagnostic assessments, Moby Max, Mountain math.	<ul style="list-style-type: none"> • <i>Galileo Benchmarking and progress monitoring</i> • <i>STAR Math</i> • <i>Post-testing</i>
1-2	Direct Instruction via Zoom	Savvas enVision Math	<i>key assessments and progress monitoring options, Quizzes, Topic Assessments, Cumulative Benchmarks and diagnostic assessments, Moby Max, Mountain math.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Placement testing</i> • <i>Galileo Benchmarking and progress monitoring</i> • <i>STAR Math</i> • <i>Post-testing</i>
3-5	Direct Instruction via Google Classroom	Savvas enVision Math	<i>key assessments and progress monitoring options, Quizzes, Topic Assessments, Cumulative Benchmarks and Common Core Exam preparations, Moby Max, Mountain math.</i>	<ul style="list-style-type: none"> • Pre-testing • Placement testing • Galileo Benchmarking and progress monitoring • STAR Math • Post-testing • AzM2
6-8	Direct Instruction via Google Classroom	Savvas enVisionmath 6-8	<i>key assessments and progress monitoring options, Quizzes, Topic Assessments, Cumulative Benchmarks and Common Core Exam preparations, Moby Max, Mountain math.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Placement testing</i> • <i>Galileo Benchmarking and progress monitoring</i> • <i>STAR Math</i> • <i>Post-testing</i> • <i>AzM2</i>
9-12	Direct Instruction via Google Classroom	Savvas enVision AGA Common Core, Savvas Economics, Madura: Personal	<i>key assessments and progress monitoring options, Quizzes, Topic Assessments, Cumulative Benchmarks and</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Placement testing</i>

		Financial Literacy, Budgeting Challenge – Financial Math	<i>Common Core Exam preparations.</i>	<ul style="list-style-type: none"> Galileo Benchmarking and progress monitoring STAR Math Post-testing AzM2
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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>	Direct Instruction via Zoom	Superkids Zaner-Bloser	<i>key assessments and progress monitoring options, Quizzes, Unit Assessments, Cumulative Benchmarks, Vocabulary, Discovery Intensive Phonics, Moby Max, Mountain Language, sentences.</i>	<ul style="list-style-type: none"> Pre-testing Placement testing Galileo Benchmarking and progress monitoring STAR Early Lit Post-testing AzM2
<i>1-2</i>	Direct Instruction via Zoom	Superkids Zaner-Bloser	<i>key assessments and progress monitoring options, Quizzes, Unit Assessments, Cumulative Benchmarks, Vocabulary, Discovery Intensive Phonics, Moby Max, Mountain Language, short paragraphs, AR.</i>	<ul style="list-style-type: none"> Pre-testing Placement testing Galileo Benchmarking and progress monitoring STAR Reading Post-testing AzM2
<i>3-5</i>	Direct Instruction via Google Classroom	Savvas myView Literacy	<i>key assessments and progress monitoring options, Quizzes, Unit Assessments, Cumulative Benchmarks, Vocabulary, Moby Max,</i>	<ul style="list-style-type: none"> Pre-testing Placement testing Galileo Benchmarking and progress monitoring STAR Reading

			<i>Mountain Language, journals, essays, AR.</i>	<ul style="list-style-type: none"> • <i>Post-testing</i> • <i>AzM2</i>
6-8	Direct Instruction via Google Classroom	Savvas myPerspectives English Language	<i>key assessments and progress monitoring options, Quizzes, Unit Assessments, Cumulative Benchmarks, Vocabulary, Moby Max, Mountain Language, MAZE, WPM (words per minute), journals, essays, AR.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Placement testing</i> • <i>Galileo</i> <i>Benchmarking and progress monitoring</i> <ul style="list-style-type: none"> • <i>STAR Reading</i> • <i>Post-testing</i> • <i>AzM2</i>
9-12	Direct Instruction via Google Classroom	Savvas myPerspectives English Language	<i>key assessments and progress monitoring options, Quizzes, Unit Assessments, Cumulative Benchmarks, journals, essays, class novels.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Placement testing</i> • <i>Galileo</i> <i>Benchmarking and progress monitoring</i> <ul style="list-style-type: none"> • <i>STAR Reading</i> • <i>Post-testing</i> • <i>AzM2</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>	Direct Instruction via Zoom	<i>Science Weekly</i>	<i>key assessments and progress monitoring options, Quizzes, Chapter Assessments, Cumulative Benchmarks, Vocabulary, Moby Max, Inquiry activities, STEM.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Post-testing</i>
1-2	Direct Instruction via Zoom	<i>Science Weekly</i>	<i>key assessments and progress monitoring options, Quizzes, Chapter Assessments, Cumulative</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Post-testing</i>

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			<i>Benchmarks, Vocabulary, Moby Max, Inquiry activities, STEM.</i>	
3-5	Direct Instruction via Google Classroom	<i>3-4 Science Weekly 5-Science Dimensions, Houghton Mifflin</i>	<i>key assessments and progress monitoring options, Quizzes, Chapter Assessments, Cumulative Benchmarks, Vocabulary, Moby Max, Inquiry activities, STEM.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Galileo</i> <i>Benchmarking and progress monitoring</i> <ul style="list-style-type: none"> • <i>Post-testing</i> • <i>AIMS Science (Gr-4)</i>
6-8	Direct Instruction via Google Classroom	<i>6-8 Science Dimensions, Houghton Mifflin</i>	<i>key assessments and progress monitoring options, Quizzes, Chapter Assessments, Cumulative Benchmarks, Vocabulary, Moby Max, Inquiry activities, scientific reports, lab reports, Project- based activities, STEM.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Galileo</i> <i>Benchmarking and progress monitoring</i> <ul style="list-style-type: none"> • <i>Post-testing</i> • <i>AIMS Science (Gr-8)</i>
9-12	Direct Instruction via Google Classroom	<i>Science Dimensions (Biology & Chemistry), Pearson Prentice Hall (Physical Science), (Holt, Reinhart, and Winston (Earth Science), Pearson Essentials (Anatomy & Physiology)</i>	<i>key assessments and progress monitoring options, Quizzes, Chapter Assessments, Cumulative Benchmarks, Vocabulary, Inquiry activities, scientific reports, lab reports, research activities, project-based activities, STEM.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Galileo</i> <i>Benchmarking and progress monitoring</i> <ul style="list-style-type: none"> • <i>Post-testing</i> • <i>AIMS Science (Gr-10)</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>

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<i>Kindergarten</i>	Direct Instruction via Zoom	<i>Discovery Intensive Phonics, Studies Weekly, ABCmouse, Mountain Math, Mountain Language, Moby Max.</i>	<i>key assessments and progress monitoring options, Quizzes, Chapter Assessments, Cumulative Benchmarks, Vocabulary, Moby Max.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Post-testing</i>
<i>1-2</i>	Direct Instruction via Zoom	<i>2- SuperKids Writing, Zaner-Bloser, Studies Weekly, ABCmouse, Mountain Math, Mountain Language, Moby Max.</i>	<i>Pilot Program – regularly. key assessments and progress monitoring options, Quizzes, Chapter Assessments, Cumulative Benchmarks, Vocabulary, Moby Max.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Post-testing</i>
<i>3-5</i>	Direct Instruction via Google Classroom	<i>3-5 SuperKids Writing, Zaner-Bloser, Studies Weekly, Mountain Math, Mountain Language, Moby Max.</i>	<i>key assessments and progress monitoring options, Quizzes, Chapter Assessments, Cumulative Benchmarks, Vocabulary, Moby Max.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Post-testing</i>
<i>6-8</i>	Direct Instruction via Google Classroom	<i>Holt McDougal (World History), McDougal Littell (Modern World History-Patterns of Interaction), Holt McDougal (The Americans), Project Citizen (We the People), Moby Max.</i>	<i>key assessments and progress monitoring options, Quizzes, Chapter Assessments, Cumulative Benchmarks, Vocabulary, Moby Max, Project Citizen activities.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Post-testing</i>
<i>9-12</i>	Direct Instruction via Google Classroom	<i>Houghton Mifflin (World History), Holt, Reinhart, and Winston (US History & US Government). - Schools PLP/Rosetta Stone/Amazon Future Program, Dual Enrollment English 101/102, Moby Max.</i>	<i>key assessments and progress monitoring options, Quizzes, Chapter Assessments, Cumulative Benchmarks, research, reports.</i>	<ul style="list-style-type: none"> • <i>Pre-testing</i> • <i>Post-testing</i> • <i>AZ Civics Test</i>

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

Students in grades K-12 will have a daily schedule which they will be asked to adhere to on Zoom for gr. K-2 and Google Classroom/Google Meet for gr. 3-12 on the school-loaned Chromebook at home. Distance learning of the new procedures required for learning in this way as it is different from last spring will be taught by teachers to their students the week of August 3rd through August 7th in order to be up and running by Monday, August 10th all students.

Students in Gr-1 begin with STAR Early Literacy in August. Later they will be tested on STAR Reading preparing them to read AR books at grade level.

K-12 students qualifying for Section 504 Plans will received accommodations via distance learning.

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
Hours and protocol required of all SpEd students with IEP provisions will be met electronically with Chromebook for each student and a scheduled in place.	Special Education Director and 2 paraprofessionals	Daily/as specified in IEPs	SpEd students will meet with SpEd Director and the paraprofessionals as assigned the first week, August 3 rd to 7 th so that the schedule can be followed by all students starting August 10 th .

Process for Implementing Action Step

All necessary IEP and MET meetings with Parents/Guardians will be held electronically via Zoom or Google Meets.

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
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<ul style="list-style-type: none"> • Testing appointments will be held by the EL Coordinator via Zoom for in-person testing. • Teachers who have EL students will implement EL standards, ILLP plan, and include the standards in their lesson plans. 	EL Coordinator	Per schedule in the fall	Language improvement
	Respective Teachers	Weekly	Lesson plan submission, documentation identifying the standards. Email communication, feedback from teachers.

Process for Implementing Action Step

EL placement testing will begin within 30 days of Telesis students returning to Telesis Preparatory and Telesis Preparatory Academy. All current students that are EL students have teachers that have worked with EL students before and have worked EL standards into their ELA standards. For students that are EL teachers will work very closely making sure student's needs are met and in constant contact with parents to support them. Communicate with parents through a translator to make sure they understand what is being done at school. Teachers will reassign the standards that students are not successfully mastering and continue to support their learning.

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					
	Other:					

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

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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
<ul style="list-style-type: none"> Social emotional learning will be provided by classroom teachers with assistance from counselor as needed; checking with classroom teachers will be required of the counselor Counseling services will be provided as needed or when asked for by student, parent/guardian, teacher(s), or SpEd Dept. 	<ul style="list-style-type: none"> Classroom teachers Oversight by Counselor Counselor 	<ul style="list-style-type: none"> Daily Regularly As requested 	<p>Stability in attendance and academic progress</p> <p>Stability in attendance and academic progress Counseling log maintained</p>

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
<ul style="list-style-type: none"> Assignments related to learning material Projects related to learning material Benchmarks, and formative assessment opportunities for all students in grades K-12 in Reading and Math. Alignment between Galileo benchmarks and curriculum to provide opportunities to monitor student progress and standards mastery. Data analysis and dialogues to evaluate instruction, student achievement outcomes and 	<ul style="list-style-type: none"> Classroom teachers Parapros Oversight by Instructional Analysis Director 	<ul style="list-style-type: none"> Daily Regularly Benchmark testing 	<ul style="list-style-type: none"> Good attendance Engagement in discussion topics Good effort at submitting assignments and projects on time Quality work leading to good grades and eventually competency and mastery achievement Improving benchmark scores Collaborative/PLC meetings Data Analysis meetings Mentor meetings Meeting agendas/minutes

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<p>determine future instructional decisions.</p> <ul style="list-style-type: none"> Review Galileo items to determine rigor, standards knowledge, skills, and potential student misconceptions; evaluate the alignment of the test blueprint to the curriculum map/pacing guides. Assessment data to: monitor and evaluate the effectiveness of curricular materials, instruction, and progress towards goals. 			
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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>
<i>Kindergarten</i>	STAR Math, Galileo	<i>In person</i>	<i>August 10th – 28th /December 1st – 17th /May 3rd – 17th</i>
<i>1-3</i>	STAR Math, Galileo	<i>Online</i>	<i>August 10th – 28th /December 1st – 17th /May 3rd – 17th</i>
<i>4-6</i>	STAR Math, Galileo	<i>Online</i>	<i>August 10th – 28th /December 1st – 17th /May 3rd – 17th</i>

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7-8	STAR Math, Galileo	Online	August 10th – 28th /December 1st – 17th /May 3rd – 17th
9-12	STAR Math, Galileo	Online	August 10th – 28th /December 1st – 17th /May 3rd – 17th

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>
Kindergarten	STAR Early Lit, Galileo	In person	August 10th – 28th /December 1st – 17th /May 3rd – 17th
1-3	STAR Reading, Galileo	Online	August 10th – 28th /December 1st – 17th /May 3rd – 17th
4-6	STAR Reading, Galileo	Online	August 10th – 28th /December 1st – 17th /May 3rd – 17th
7-8	STAR Reading, Galileo	Online	August 10th – 28th /December 1st – 17th /May 3rd – 17th
9-12	STAR Reading, Galileo	Online	August 10th – 28th /December 1st – 17th /May 3rd – 17th

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

Additional Information (Optional)

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

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Students or parents/guardians of students who have changed their mind about distance learning for the entire school year and wish to join their classmates on campus may do so at semester break.

Students or parents/guardians of students who have changed their mind about on campus in-person learning due to safety issues may notify the school of their decision to use the distance learning plan at any time, but may not return to on campus learning until a semester break.

In other words, students cannot “bounce” back and forth for any reason. The school’s intent is to offer on campus in-person instruction and learning first and if health concerns are the concern then the distance learning plan is the backup.