

Desert View Distance Learning Plan (Updated 8/12/2020)

Charter Holder Information

Charter Holder Name	Juniper Tree Academy	Charter Holder Entity ID	79064
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Debra Weigel		
Representative Telephone Number	928-314-1102		
Representative E-Mail Address	dweigel@desertviewschools.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
Juniper Tree Academy (DBA Desert View Academy)	79112	148759101

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.

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?	181

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	870	Start Date for Distance Learning	8/17/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	300	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	870
Please choose the option that indicates your proposed duration/plan for distance learning:	<ol style="list-style-type: none"> 1. We intend to operate distance learning for the full year for all students. 2. We intend to operate distance learning until August 17, 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.). <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 operate distance learning beginning August 17. Once the Governor allows schools to fully reopen, parents will have a choice; school on campus 5 days per week or school at home 5 days per week.

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)

- 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
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<ol style="list-style-type: none"> 1. Students, parents/guardians, and teachers communicate via ZOOM, Remind, Seesaw, or other digital software 2. Students participate in virtual meetings or classroom sessions (ZOOM, Google Meets, etc.) 3. Students log in through Clever to access digital platforms and assignments 4. Students complete and submit assignments through LMS 5. Teacher records student attendance in PowerSchool 6. Parent/Guardian submits attestation of documentation of time spent on educational activities 	<ol style="list-style-type: none"> 1. Teacher, Student, Parent/Guardian 2. Teacher, Learning Coach, Student 3. Student 4. Student, Teacher 5. Teacher 6. Parent/Guardian, Teacher 	<ol style="list-style-type: none"> 1. Daily 2. Daily 3. Daily 4. Daily 5. Daily 6. Upon Teacher request 	<ol style="list-style-type: none"> 1. Communication log in digital platform 2. Attendance log from virtual meeting 3. Data recorded in Clever 4. Student work, with date, stored in LMS 5. PowerSchool attendance reports 6. Attestation submitted by parent to teacher via Remind or LMS
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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
<ol style="list-style-type: none"> 1. Teachers communicate through app "Remind" for class messages and individual messages 2. Administration communicates through app "Remind" for school-wide communication and individual communication 3. Schoolwide announcements posted on school website and school FB page 4. Phone calls when no response to communication 	<ol style="list-style-type: none"> 1. Teachers 2. Administration 3. Administration 4. Office admin, Teachers 	<ol style="list-style-type: none"> 1. Daily and/or as necessary 2. Weekly and/or as necessary 3. As necessary 4. As necessary 	<ol style="list-style-type: none"> 1. Track messages in Remind dashboard (Text, email, and phone) 2. Track messages in Remind dashboard (Text, email, and phone) 3. Log on dashboard of website, FB 4. Phone log

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

- Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Take attendance daily and post in PowerSchool (DL days COUNT towards 180 required days of attendance)	1. Teacher	1. Daily	1. Attendance reports in PowerSchool
2. Attendance verified by office	2. Attendance Clerk	2. Daily	2. Attendance reports in PowerSchool
3. All normal-operating instructional requirements remain (lesson planning and submission, delivery, grading)	3. Teacher	3. Daily, weekly, and ongoing	3. Lesson plans stored in teacher folders in Drive, grades recorded in PowerSchool
4. Synchronous meetings with students via Zoom or via Google Meet	4. Teacher	4. Daily and ongoing	4. Zoom records
5. Communicate with parents/guardian via Remind	5. Teacher	5. Daily and ongoing	5. Remind dashboard
6. Conduct parent/guardian meetings, conferences via Zoom or Google Meets	6. Teacher	6. As scheduled and whenever necessary	6. Zoom records
7. Set dedicated office hours to be available for students and parents	7. Teacher	7. Daily and ongoing	7. Google calendar, office hours posted in LMS Seesaw
8. Begin posts & communication with a warm and friendly introduction; video greetings or flipped video lessons are encouraged. (Loss of face-to-face contact for an extended period can be an issue for some students.)	8. Teacher	8. Daily and ongoing	8. LMS Seesaw
9. Use of Seesaw as LMS is mandatory for all teachers	9. Teacher	9. Ongoing	9. LMS Seesaw
10. Student expectations for online learning must be posted in Seesaw	10. Teacher		10. LMS Seesaw

<p>11. Resource teachers/learning coaches will be given access to class Seesaw accounts</p> <p>12. Effectively utilize learning coaches for small groups</p> <p>13. Be flexible, responsive and positive. Students will be affected by the closure in different ways. Expect to receive late submissions/responses at times.</p> <p>14. Provide instruction based on the standards</p> <p>15. Assess student learning</p> <p>16. Collaborate with team members, both grade level and SPED</p> <p>17. Communicate with parents regarding student progress, effort, successes, and challenges</p> <p>18. Attend weekly PD, either in person or virtually</p>	<p>11. Teacher/Resource Team</p> <p>12. Teacher/Learning Coaches</p> <p>13. Teacher</p> <p>14. Teacher</p> <p>15. Teacher</p> <p>16. Teacher</p> <p>17. Teacher</p> <p>18. Teacher/Administration</p>	<p>10. At beginning of DL and updated as necessary</p> <p>11. Ongoing</p> <p>12. Ongoing as schedule permits</p> <p>13. Ongoing</p> <p>14. Ongoing</p> <p>15. Ongoing, both formally and informally</p> <p>16. Weekly</p> <p>17. Ongoing, both scheduled and unscheduled</p> <p>18. Weekly</p>	<p>11. LMS Seesaw</p> <p>12. Zoom records</p> <p>13. LMS Seesaw, grade entry in PowerSchool</p> <p>14. Lesson plans in Drive</p> <p>15. Seesaw, Powerschool, data in digital programs</p> <p>16. Team meeting sign in</p> <p>17. Remind dashboard logs phone calls, texts, and emails</p> <p>18. PD sign in sheet</p>
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- 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
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1. Staff handbook posted and accessible	1. Admin	1. Accessible at all times	1. Website
2. HR meets with staff at beginning of SY for introductions and questions	2. HR	2. Beginning of SY and ongoing availability via email	2. Staff sign in
3. Communication via Zoom/Google Meets	3. Admin	3. Scheduled weekly and as necessary	3. Calendar
4. Communication via Remind	4. Admin	4. Frequent and ongoing	4. Remind dashboard
5. Communication via email	5. Admin and Office Administrator	5. Frequent and ongoing	5. Email on DVA server
6. Communication/feedback on effective teaching via Bullseye	6. Admin	6. Minimum of once per quarter	6. Bullseye dashboard

- Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. PD provided virtually and in person	1. Admin, Peers, Master Teachers, Tech Lead	1. Prior to SY beginning: July 27- August 14	1. PD calendar, Sign in sheets, PD certificates
2. Whole group, small group, and individualized PD	2. Admin, Peers, Master Teachers, Tech Lead	2. 20-21 SY: Frequent and ongoing (Every Thursday is early release to provide consistent time for PD)	2. PD calendar, Sign in sheets, PD certificates

List Specific Professional Development Topics That Will Be Covered

<ul style="list-style-type: none"> ● SEL strategies ● Developing rigorous standards-based lessons ● Digital Citizenship ● Data driven instruction ● Webinars on various digital programs and platforms ● FERPA ● Effective DL strategies for working with SPED/ELL students ● MTSS practices ● Whole Brain Teaching ● Various topics from Virtual Teaching Academy (2 hour courses provided by University of Phoenix) including Equitable Access, Best Practices, Synchronous and Asynchronous Learning

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:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)	X	X	X
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
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>	<ul style="list-style-type: none"> Direct instruction via Zoom 	<ul style="list-style-type: none"> Envision 2020 Moby Max 	<ul style="list-style-type: none"> Group discussion 	<ul style="list-style-type: none"> Instructor created tests (after topic)

	<ul style="list-style-type: none"> • Full access to digital programs • Assignments loaded into Seesaw • Pre-recorded teacher videos of content 	<ul style="list-style-type: none"> • IXL • Khan Academy • Renaissance • Mathific • Seesaw • Freckle 	<ul style="list-style-type: none"> • Work submission to Seesaw (written or video) • Kahoot • Quizzes • Exit Ticket • Surveys • Presentations • Checklists • Oral, using sentence stems • Journal, response to topic • Student self-reflection • T observation <p>Formative assessments are frequent and ongoing</p>	<ul style="list-style-type: none"> • Curriculum assessments (end of each unit) • Final grades (after mastery of standard) • Presentations (end of topic)
1-3	<ul style="list-style-type: none"> • Direct instruction via Zoom • Full access to digital programs • Assignments loaded into Seesaw • Pre-recorded teacher videos of content 	<ul style="list-style-type: none"> • Envision 2020 • Moby Max • IXL • Khan Academy • Renaissance • Mathific • Seesaw • Freckle 	<ul style="list-style-type: none"> • Group discussion • Work submission to Seesaw (written or video) • Kahoot • Quizzes • Exit Ticket • Surveys • Presentations • Checklists • Oral, using sentence stems • Journal, response to topic • Student self-reflection • T observation <p>Formative assessments are frequent and ongoing</p>	<ul style="list-style-type: none"> • Instructor created tests (after topic) • Curriculum assessments (end of each unit) • Final grades (after mastery of standard) • Presentations (end of topic)
4-5	<ul style="list-style-type: none"> • Direct instruction via Zoom • Full access to digital programs • Assignments loaded into Seesaw 	<ul style="list-style-type: none"> • Envision 2020 • Moby Max • IXL • Khan Academy • Renaissance • Mathific • Freckle 	<ul style="list-style-type: none"> • Group discussion • Work submission to Seesaw (written or video) • Kahoot • Quizzes • Exit Ticket • Surveys 	<ul style="list-style-type: none"> • Instructor created tests (after topic) • Curriculum assessments (end of each unit) • Final grades (after mastery of standard)

	<ul style="list-style-type: none"> • <i>Pre-recorded teacher videos of content</i> 	<ul style="list-style-type: none"> • <i>Google Classroom</i> • <i>Seesaw</i> 	<ul style="list-style-type: none"> • <i>Presentations</i> • <i>Checklists</i> • <i>Oral, using sentence stems</i> • <i>Journal, response to topic</i> • <i>Student self-reflection</i> • <i>T observation</i> <p><i>Formative assessments are frequent and ongoing</i></p>	<ul style="list-style-type: none"> • <i>Presentations (end of topic)</i>
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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>	<ul style="list-style-type: none"> • <i>Direct instruction via Zoom</i> • <i>Full access to digital programs</i> • <i>Assignments loaded into Seesaw</i> • <i>Pre-recorded teacher videos of content</i> 	<ul style="list-style-type: none"> • <i>Pearson Reading Street</i> • <i>Savvas Realize</i> • <i>istation</i> • <i>Renaissance</i> • <i>IXL</i> • <i>Moby Max</i> • <i>Freckle</i> • <i>Read Naturally</i> • <i>Flocabulary</i> • <i>Seesaw</i> • <i>Epic</i> 	<ul style="list-style-type: none"> • <i>Group discussion</i> • <i>Work submission to Seesaw (written or video)</i> • <i>Kahoot</i> • <i>Quizzes</i> • <i>Exit Ticket</i> • <i>Surveys</i> • <i>Presentations</i> • <i>Checklists</i> • <i>Oral, using sentence stems</i> • <i>Journal, response to topic</i> • <i>Student self-reflection</i> • <i>T observation</i> <p><i>Formative assessments are frequent and ongoing</i></p>	<ul style="list-style-type: none"> • <i>Instructor created tests (after topic)</i> • <i>Curriculum assessments (end of each unit)</i> • <i>Final grades (after mastery of standard)</i> • <i>Presentations (end of topic)</i>
<i>1-3</i>	<ul style="list-style-type: none"> • <i>Direct instruction via Zoom</i> • <i>Full access to digital programs</i> • <i>Assignments loaded into Seesaw</i> 	<ul style="list-style-type: none"> • <i>Pearson Reading Street</i> • <i>Savvas Realize</i> • <i>istation</i> • <i>Renaissance</i> • <i>IXL</i> • <i>Moby Max</i> • <i>Freckle</i> 	<ul style="list-style-type: none"> • <i>Group discussion</i> • <i>Work submission to Seesaw (written or video)</i> • <i>Kahoot</i> • <i>Quizzes</i> • <i>Exit Ticket</i> • <i>Surveys</i> 	<ul style="list-style-type: none"> • <i>Instructor created tests (after topic)</i> • <i>Curriculum assessments (end of each unit)</i> • <i>Final grades (after mastery of standard)</i>

	<ul style="list-style-type: none"> • <i>Pre-recorded teacher videos of content</i> 	<ul style="list-style-type: none"> • <i>Read Naturally</i> • <i>Flocabulary</i> • <i>Seesaw</i> • <i>Epic</i> 	<ul style="list-style-type: none"> • <i>Presentations</i> • <i>Checklists</i> • <i>Oral, using sentence stems</i> • <i>Journal, response to topic</i> • <i>Student self-reflection</i> • <i>T observation</i> <p><i>Formative assessments are frequent and ongoing</i></p>	<ul style="list-style-type: none"> • <i>Presentations (end of topic)</i>
4-5	<ul style="list-style-type: none"> • <i>Direct instruction via Zoom</i> • <i>Full access to digital programs</i> • <i>Assignments loaded into Seesaw</i> • <i>Pre-recorded teacher videos of content</i> 	<ul style="list-style-type: none"> • <i>Pearson Reading Street</i> • <i>Savvas Realize</i> • <i>istation</i> • <i>Renaissance</i> • <i>IXL</i> • <i>Moby Max</i> • <i>Freckle</i> • <i>Read Naturally</i> • <i>Flocabulary</i> • <i>Google Classroom</i> • <i>Seesaw</i> • <i>Epic</i> 	<ul style="list-style-type: none"> • <i>Group discussion</i> • <i>Work submission to Seesaw (written or video)</i> • <i>Kahoot</i> • <i>Quizzes</i> • <i>Exit Ticket</i> • <i>Surveys</i> • <i>Presentations</i> • <i>Checklists</i> • <i>Oral, using sentence stems</i> • <i>Journal, response to topic</i> • <i>Student self-reflection</i> • <i>T observation</i> <p><i>Formative assessments are frequent and ongoing</i></p>	<ul style="list-style-type: none"> • <i>Instructor created tests (after topic)</i> • <i>Curriculum assessments (end of each unit)</i> • <i>Final grades (after mastery of standard)</i> • <i>Presentations (end of topic)</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>
Kindergarten	<ul style="list-style-type: none"> • <i>Direct instruction via Zoom</i> • <i>Full access to digital programs</i> • <i>Assignments loaded into Seesaw</i> 	<ul style="list-style-type: none"> • <i>Generation Genius</i> • <i>Freckle</i> • <i>Moby Max</i> • <i>Brainpop Jr</i> 	<ul style="list-style-type: none"> • <i>Group discussion</i> • <i>Work submission to Seesaw (written or video)</i> • <i>Kahoot</i> • <i>Exit Ticket</i> • <i>Surveys</i> • <i>Presentations</i> • <i>Checklists</i> 	<ul style="list-style-type: none"> • <i>Presentations (end of topic)</i>

	<ul style="list-style-type: none"> ● <i>Pre-recorded teacher videos of content</i> 		<ul style="list-style-type: none"> ● <i>Oral, using sentence stems</i> ● <i>Journal, response to topic</i> ● <i>Student self-reflection</i> ● <i>T observation</i> ● <i>Projects</i> <p><i>Formative assessments are frequent and ongoing</i></p>	
1-3	<ul style="list-style-type: none"> ● <i>Direct instruction via Zoom</i> ● <i>Full access to digital programs</i> ● <i>Assignments loaded into Seesaw</i> ● <i>Pre-recorded teacher videos of content</i> 	<ul style="list-style-type: none"> ● <i>Generation Genius</i> ● <i>Freckle</i> ● <i>Moby Max</i> ● <i>Brainpop Jr</i> ● <i>Mystery Science</i> ● <i>Flocabulary</i> 	<ul style="list-style-type: none"> ● <i>Group discussion</i> ● <i>Work submission to Seesaw (written or video)</i> ● <i>Kahoot</i> ● <i>Quizzes</i> ● <i>Exit Ticket</i> ● <i>Surveys</i> ● <i>Presentations</i> ● <i>Checklists</i> ● <i>Oral, using sentence stems</i> ● <i>Journal, response to topic</i> ● <i>Student self-reflection</i> ● <i>T observation</i> ● <i>Projects</i> <p><i>Formative assessments are frequent and ongoing</i></p>	<ul style="list-style-type: none"> ● <i>Instructor created tests (after topic)</i> ● <i>Curriculum assessments (end of each unit)</i> ● <i>Final grades (after mastery of standard)</i> ● <i>Presentations (end of topic)</i>
4-5	<ul style="list-style-type: none"> ● <i>Direct instruction via Zoom</i> ● <i>Full access to digital programs</i> ● <i>Assignments loaded into Seesaw</i> ● <i>Pre-recorded teacher videos of content</i> 	<ul style="list-style-type: none"> ● <i>Generation Genius</i> ● <i>Freckle</i> ● <i>Moby Max</i> ● <i>Brainpop Jr/Brainpop</i> ● <i>Pearson Science</i> ● <i>Mystery Science</i> ● <i>Flocabulary</i> 	<ul style="list-style-type: none"> ● <i>Group discussion</i> ● <i>Work submission to Seesaw (written or video)</i> ● <i>Kahoot</i> ● <i>Quizzes</i> ● <i>Exit Ticket</i> ● <i>Surveys</i> ● <i>Presentations</i> ● <i>Checklists</i> ● <i>Oral, using sentence stems</i> ● <i>Journal, response to topic</i> ● <i>Student self-reflection</i> 	<ul style="list-style-type: none"> ● <i>Instructor created tests (after topic)</i> ● <i>Curriculum assessments (end of each unit)</i> ● <i>Final grades (after mastery of standard)</i> ● <i>Presentations (end of topic)</i>

			<ul style="list-style-type: none"> • <i>T observation</i> • <i>Projects</i> <p><i>Formative assessments are frequent and ongoing</i></p>	
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Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-5</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)

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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
<ol style="list-style-type: none"> Follow IEP: minutes, goals, accommodations Progress monitor goals Connect with parents 	<ol style="list-style-type: none"> Resource Team, Gen Ed Teacher, Learning Coaches Resource Team Resource Team, Gen Ed Teacher, Learning Coaches 	<ol style="list-style-type: none"> Daily Progress Monitor IEP goals 8 times per year (mid and end of quarter) Frequent and ongoing parent communication 	<ol style="list-style-type: none"> Lesson plans Data sheets Remind IEP notes

<ul style="list-style-type: none"> 4. Conduct IEP meetings, evaluations, MET1, etc as scheduled 5. Ensure all related services are met (Speech, OT, counseling) 	<ul style="list-style-type: none"> 4. Admin, Resource Team, Gen Ed Teacher, Outside Providers 5. Resource Team, Outside providers (Therapists, Psychologists, etc) 	<ul style="list-style-type: none"> 4. As scheduled 5. Minutes outlined in IEP 	<ul style="list-style-type: none"> 5. Records by Resource Team and Provider
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Process for Implementing Action Step

Read IEP's. Create schedule. Group students when possible. Collaboration between SPED team with Gen Ed team. Communicate with parents regarding services. Schedule IEP meetings.

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
<ul style="list-style-type: none"> 1. Identify ELLs and level of proficiency 2. Refer to ELL plan for individual students (pull out, 2 hour, 4 hour, monitor) 3. Follow SEI strategies in instruction 4. Give AZELLA to any newly identified (PHLOTE) ELLs 5. Utilize translation for parents/guardians when necessary 6. Provide support through small groups, pre-teaching vocabulary, reviewing identified skills 7. Give AZELLA reassessment in spring 	<ul style="list-style-type: none"> 1. Office notifies ELL coordinator of identified ELLs upon receipt of PHOLTE 2. ELL coordinator maintains ELL spreadsheet with data and communicates with Teachers 3. Teachers 4. ELL coordinator 5. Teachers, Learning Coaches, translation apps 6. Teachers and Learning Coaches 7. ELL Coordinator 	<ul style="list-style-type: none"> 1. Identification of ELL upon enrollment 2. Plan is implemented after proficiency level is identified 3. Ongoing 4. Upon entry 5. Ongoing 6. Ongoing 7. During assessment window provided by the state 	<ul style="list-style-type: none"> 1. ELL spreadsheet in Drive 2. ELL spreadsheet in Drive 3. Lesson Plans 4. AZELLA data uploaded to Pearson 5. Teacher notes, Remind 6. Lesson plans 7. AZELLA data uploaded to Pearson

Process for Implementing Action Step

Identify ELL students and their proficiency levels. Give AZELLA as necessary. Plan according to EL needs. Integrate SEI strategies in to lessons. Communicate with parents regarding progress.

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

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

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	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
1. Train staff on the 5 components of SEL: Self Awareness, Self Management,	1. Admin, Lead Teachers	1. PD before SY20-21 begins	1. PD calendar

<p>Social Awareness, Relationship Skills, Responsible Decision Making.</p> <ol style="list-style-type: none"> 2. Apply three signature practices (endorsed by CASEL) Welcoming rituals, engaging practices, optimistic closures 3. Regular check-ins with students and families 4. Team building 5. Guide students in setting goals 6. Teach strategies for organization, planning, and self-regulation 7. Class discussions 8. Role playing and modeling 9. Assign projects where students can be helpers at home and in their community 10. Share stress reduction and mindfulness strategies 	<ol style="list-style-type: none"> 2. Teachers, Learning Coaches 3. Teachers 4. Teachers, Learning Coaches 5. Teachers 6. Teachers, Learning Coaches 7. Teachers, Learning Coaches 8. Teachers, Learning Coaches 9. Teachers 10. Teachers, Learning Coaches 	<ol style="list-style-type: none"> 2. Frequent and ongoing 3. Frequent and ongoing 4. Frequent and ongoing 5. Frequent and ongoing 6. Frequent and ongoing 7. Frequent and ongoing 8. Frequent and ongoing 9. Frequent and ongoing 10. Frequent and ongoing 	<ol style="list-style-type: none"> 2. PD Calendar 3. Zoom, Google Meets, Remind 4. Lesson plans 5. Lesson plans, Seesaw 6. Lesson plans, Seesaw 7. Lesson plans, Seesaw, Zoom 8. Lesson plans, Seesaw, Zoom 9. Lesson plans, Seesaw, Zoom 10. Lesson plans, Seesaw, Zoom
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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
<ol style="list-style-type: none"> 1. Students demonstrate mastery through formative, summative, and benchmark assessments assigned by the teacher 2. Students can demonstrate mastery of learning through a variety of ways, including: 	<ol style="list-style-type: none"> 1. Students/Teacher 2. Students/Teacher 	<ol style="list-style-type: none"> 1. Scheduled, frequent and ongoing 2. Frequent and ongoing 	<ol style="list-style-type: none"> 1. Assessment data will be recorded on the assessment platform's dashboard and in Powerschool 2. SeeSaw will contain a record of submitted mastery learning

<p>Verbal mastery: Students can demonstrate learning through discussions and debates, creating audio files, delivering a speech, and by role playing</p> <p>Written mastery: Students can demonstrate learning through research papers, journals, reports, essays, and letters</p> <p>Visual mastery: Students can create any of the following to show what they have learned: illustrations, posters, diagrams, time lines, collages, and maps</p> <p>Kinesthetic mastery: Students can create exhibits, sculptures, dioramas, and puzzles to show what they have learned</p>			
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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>	<ol style="list-style-type: none"> 1. Galileo 2. STAR 	<ol style="list-style-type: none"> 1. Online 2. Online 	<ol style="list-style-type: none"> 1. September, January, May 2. Quarterly
<i>1-3</i>	<ol style="list-style-type: none"> 1. Galileo 2. STAR 	<ol style="list-style-type: none"> 1. Online 2. Online 	<ol style="list-style-type: none"> 1. September, January, May 2. Quarterly

4-5	<ol style="list-style-type: none"> 1. Galileo 2. STAR 	<ol style="list-style-type: none"> 1. Online 2. Online 	<ol style="list-style-type: none"> 1. September, January, May 2. Quarterly
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Benchmark Assessments (ELA)

	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<ol style="list-style-type: none"> 1. Galileo 2. STAR Early Literacy 3. istation 	<ol style="list-style-type: none"> 1. Online 2. Online 3. Online 	<ol style="list-style-type: none"> 1. September, January, May 2. Quarterly 3. Monthly
<i>1-3</i>	<ol style="list-style-type: none"> 1. Galileo 2. STAR Early Literacy/STAR 3. istation 	<ol style="list-style-type: none"> 1. Online 2. Online 3. Online 	<ol style="list-style-type: none"> 1. September, January, May 2. Quarterly 3. Monthly
<i>4-5</i>	<ol style="list-style-type: none"> 1. Galileo 2. STAR 3. istation 	<ol style="list-style-type: none"> 1. Online 2. Online 3. Online 	<ol style="list-style-type: none"> 1. September, January, May 2. Quarterly 3. Monthly