

# Distance Learning Plan Template for Charter Schools

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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"> <li>1. Develop full Professional Development Calendar that includes training on Virtual Instruction.</li> <li>2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training</li> <li>3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model</li> <li>4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).</li> </ol>	<ol style="list-style-type: none"> <li>1. Dean of Academics</li> <li>2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches)</li> <li>3. Dean of Academics and Virtual Instructors</li> <li>4. Instructional Coaches</li> </ol>	<ol style="list-style-type: none"> <li>1. Early July</li> <li>2. Last week of July</li> <li>3. Weekly</li> <li>4. Weekly (as needed)</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Development Calendar</li> <li>2. Training Agendas, Sign in Sheets, and Presentations</li> <li>3. Meeting Notes</li> <li>4. Coaching Logs</li> </ol>

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	Freedom Prep Academy	Charter Holder Entity ID	1000979
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Sterling Kellis		
Representative Telephone Number	4809939551		
Representative E-Mail Address	sterling@freedomk12.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
Freedom Prep Academy - Mesa	1000980	078638001

### 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 (AOI)
How many instructional days did the charter school operate for School Year 2019-2020?	NA

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

Estimated Enrollment for FY 2021	320	Start Date for Distance Learning	8/4/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	320	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	-
Please choose the option that indicates your proposed duration/plan for distance learning:	<input checked="" 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 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:		
NA			

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?	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
Attendance for FPA’s online program of instruction will be tracked in the following manners:  1. Via direct	The following individual(s) are responsible for tracking attendance:  1. Students – Where applicable, students will proactively monitor, submit, and confirm their own attendance.	The following outlines the frequency and/or timing of attendance tracking  1. Students – where applicable, will submit their own attendance in real time via roll call or electronic submission for synchronous attendance and via	FPA will ensure compliance with A.R.S. §15-808.F which states that the average daily membership of a pupil who participates in online instruction shall not exceed 1.0.  FPA’s registrar/office manager, under

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<p>communication with teachers, instructors, coaches, or guides via in-person participation, telephone, virtual meeting (i.e. ZOOM, MS Teams, BigBlueButton, etc), or written communication (i.e. email, online discussion forum, chat, instant message, etc) software.</p> <ol style="list-style-type: none"> <li>2. Student attendance or participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)</li> <li>3. Electronic submission of assignments or learning activities</li> <li>4. Parent attestation of documentation of time spent on educational activities</li> <li>5. Office manager or registrar, under the direction of the Principal, will review attendance data for accuracy and submit timely reports to ADE.</li> </ol>	<ol style="list-style-type: none"> <li>2. Teachers, Instructors, and Guides – where applicable, will track review, and report student attendance in FPA’s LMS.</li> <li>3. Learning Management software will automatically track student attendance and class progress, including login and logout times, time on task, and record absences. Freedom Prep courseware will monitor, track, and record electronic submission of individual and team assignments and learning activities</li> <li>4. Parents -- when applicable will update, correct, and/or submit parent attestation of time spent on educational activities</li> <li>5. Under the direction of the Principal, FPA’s registrar or office manager will review attendance data for accuracy and submit for reporting.</li> </ol>	<p>electronic time stamp for asynchronous attendance.</p> <ol style="list-style-type: none"> <li>2. Teachers, instructors, coaches, and guides – where applicable will track and record daily attendance via roll call and submit to registrar on a weekly basis.</li> <li>3. Learning management software will track and store student attendance in real time continuously throughout the day.</li> <li>4. Parents – where applicable will update, correct, and/or submit parent attestation of time spent on educational activities monthly and within 15 days of the prior month’s completion.</li> <li>5. SIS will send and update attendance data continuously via API, registrar will review attendance data weekly, registrar will review reporting logs and update for accuracy monthly.</li> </ol>	<p>the direction of the Principal Director, will monitor attendance and apportionment ratios and cross-reference student enrollment with ADE Connect to ensure no more than a 1.0 apportionment. To ensure and maintain future compliance, all attendance and apportionment data will be tracked and stored using a uniform system of financial records approved by the board.</p> <ol style="list-style-type: none"> <li>1. Direct Communication will be logged by teachers, instructors, coaches, or guides and submitted electronically to FPA’s LMS or SIS.</li> <li>2. Student attendance or participation in a virtual meeting or classroom session will be logged by teacher, instructor, coach or guide and/or auto-logged via LMS attendance tracking software.</li> <li>3. Electronic submission of assignment will be time stamped and stored electronically,</li> <li>4. Parent attestation of documentation of time will be recorded and stored electronically.</li> <li>5. Office manager or registrar will log attendance data in SIS which stores a history and record of submission.</li> </ol>
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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
Students missing from virtual classroom sessions, 1x1 check ins, or small group sessions are contacted	Guides, Instructors	Daily and ongoing as needed	Guide/Instructor Emails, Text messages, phone calls, and LMS auto alerts

### 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
Manage virtual classrooms, virtual tutoring sessions, and maintain virtual office hours	Guides, Instructors	Daily	Virtual class schedule and attendance
Provide student feedback and progress updates	Guides, Instructors	Daily during classroom assignments with verbal and written kudos and encouragement, quarterly via progress and grade reports	Participation log in LMS, quarterly progress reports
Attend virtual trainings and teacher development	Guides, Instructors, Principal	Weekly or as determined by PD calendar	Attendance log in regularly schedules staff training meetings, PLCS, and/or virtual trainings.

*b. Describe commitments on delivery of employee support services including but not limited to:*

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
HR support will be provided via HR partner ADI business solutions.	HR Manager	Continuous and Ongoing	HR support contact info posted on Employee Intranet, Slack Page, and/or LMS
Administration will provide ongoing communication and updates pertaining to, but not limited to: vacation, personal leave, compensation, retirement, benefits	Principal	Monthly and Ongoing	Monthly email sent or monthly Slack announcement posted

*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
<p>Professional development training will be a continuous process throughout the school year in much the same manner as the teaching of new material to students. Teachers will be given time to analyze and disaggregate student data, set goals, plan for improvement, celebrate success, and evaluate effectiveness of instructional content and delivery methods.</p> <p>While professional development and teacher training will be ongoing and continuous, to ensure adequate instruction and proper allocation of resources, the Principal Director and Lead Instructor will create and oversee the implementation of an annual schedule including staff meetings, PLCs, and teacher trainings.</p>	<p>Principal, Instructors, Guides</p>	<p>Proposed schedule frequency</p> <ul style="list-style-type: none"> <li>● 1<sup>st</sup> Wed – All staff meeting</li> <li>● 2<sup>nd</sup> Wed – PLCs</li> <li>● 3<sup>rd</sup> Wed – Professional Development</li> <li>● 4<sup>th</sup> Wed – Professional Development</li> </ul>	<p>Virtual Attendance Logs</p>

**List Specific Professional Development Topics That Will Be Covered**

<p>Training topics will include but not be limited to:</p> <ul style="list-style-type: none"> <li>● FPA mission, vision, values, and philosophy</li> <li>● Use of FPA online tools and resources, including appropriate use of electronic resources</li> <li>● Benchmarking and PLC trainings</li> <li>● Quarterly Student Feedback Surveys</li> <li>● Building of end of course common assessments aligned to standards</li> <li>● Strategies for teaching in a project-based and collaborative learning environment</li> </ul>
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- Student engagement strategies
- Student progress reports
- Goal setting
- Advisory and Personalized Learning Plans (PLPs) trainings
- Best practices training for social and emotional learning (SEL)
- Community member volunteers to discuss opportunities for service learning and mentorship
- The Not Yet “not yet” methodology taught by Carol Dweck in Mindsets
- Data reports and how teachers will utilize reflections and information
- Course documents and rubrics used
- How performance data will be made comprehensible to parents

### 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
<b>What was Used to Establish Need?</b>			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<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	NA	NA	NA	NA
1-3	NA	NA	NA	NA

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4-6	NA	NA	NA	NA
7-8	<i>FLIP-Blended Instruction, Individualized Lesson Plans, Socratic Discussion, Project-Based Learning, Web-based direct instruction, RTI Pathway model</i>	<i>Canvas LMS, Acellus, Lexia, NoRedInk, PrendaWorld, Khan Academy, Pluralsight, Microsoft Teams, Google Classroom, Labster, Zoom, BigBlueButton</i>	<i>Daily and ongoing formative assessments embedded within courseware and curriculum. Quarterly and semester NWEA Map Assessments</i>	<i>Unit Exams at the end of each learning module. MidTerm and Final Exams exist at the end of each quarter or semester. Exhibitions and demonstrations at the end of each quarter. Year end summative assessments for statewide assessments such as AIMS and AZMerit or other state standardized exams.</i>
9-12	<i>FLIP-Blended Instruction, Individualized Lesson Plans, Socratic Discussion, Project-Based Learning, Web-based direct instruction, RTI Pathway model</i>	<i>Canvas LMS, Acellus, Lexia, NoRedInk, PrendaWorld, Khan Academy, Pluralsight, Microsoft Teams, Google Classroom, Labster, Zoom, BigBlueButton</i>	<i>Daily and ongoing formative assessments embedded within courseware and curriculum. Quarterly and semester NWEA Map Assessments</i>	<i>Unit Exams at the end of each learning module. MidTerm and Final Exams exist at the end of each quarter or semester. Exhibitions and demonstrations at the end of each quarter. Year end summative assessments for statewide assessments such as AIMS and AZMerit or other state standardized exams.</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<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>	NA	NA	NA	NA
<i>1-3</i>	NA	NA	NA	NA
<i>4-6</i>	NA	NA	NA	NA
<i>7-8</i>	<i>FLIP-Blended Instruction, Individualized Lesson Plans, Socratic Discussion, Project-</i>	<i>Canvas LMS, Acellus, Lexia, NoRedInk, PrendaWorld, Khan Academy, Pluralsight,</i>	<i>Daily and ongoing formative assessments embedded within courseware and curriculum.</i>	<i>Unit Exams at the end of each learning module. MidTerm and Final Exams exist at the</i>

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	<i>Based Learning, Web-based direct instruction, RTI Pathway model</i>	<i>Microsoft Teams, Google Classroom, Labster, Zoom, BigBlueButton</i>	<i>Quarterly and semester NWEA Map Assessments</i>	<i>end of each quarter or semester. Exhibitions and demonstrations at the end of each quarter. Year end summative assessments for statewide assessments such as AIMS and AZMerit or other state standardized exams.</i>
9-12	<i>FLIP-Blended Instruction, Individualized Lesson Plans, Socratic Discussion, Project-Based Learning, Web-based direct instruction, RTI Pathway model</i>	<i>Canvas LMS, Acellus, Lexia, NoRedInk, PrendaWorld, Khan Academy, Pluralsight, Microsoft Teams, Google Classroom, Labster, Zoom, BigBlueButton</i>	<i>Daily and ongoing formative assessments embedded within courseware and curriculum. Quarterly and semester NWEA Map Assessments</i>	<i>Unit Exams at the end of each learning module. MidTerm and Final Exams exist at the end of each quarter or semester. Exhibitions and demonstrations at the end of each quarter. Year end summative assessments for statewide assessments such as AIMS and AZMerit or other state standardized exams.</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<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	NA	NA	NA	NA
1-3	NA	NA	NA	NA
4-6	NA	NA	NA	NA
7-8	<i>FLIP-Blended Instruction, Individualized Lesson Plans, Socratic Discussion, Project-Based Learning, Web-based direct instruction, RTI Pathway model</i>	<i>Canvas LMS, Acellus, Lexia, NoRedInk, PrendaWorld, Khan Academy, Pluralsight, Microsoft Teams, Google Classroom, Labster, Zoom, BigBlueButton</i>	<i>Daily and ongoing formative assessments embedded within courseware and curriculum. Quarterly and semester NWEA Map Assessments</i>	<i>Unit Exams at the end of each learning module. MidTerm and Final Exams exist at the end of each quarter or semester. Exhibitions and demonstrations at the end of each quarter. Year end</i>

				<i>summative assessments for statewide assessments such as AIMS and AZMerit or other state standardized exams.</i>
9-12	<i>FLIP-Blended Instruction, Individualized Lesson Plans, Socratic Discussion, Project-Based Learning, Web-based direct instruction, RTI Pathway model</i>	<i>Canvas LMS, Acellus, Lexia, NoRedInk, PrendaWorld, Khan Academy, Pluralsight, Microsoft Teams, Google Classroom, Labster, Zoom, BigBlueButton</i>	<i>Daily and ongoing formative assessments embedded within courseware and curriculum. Quarterly and semester NWEA Map Assessments</i>	<i>Unit Exams at the end of each learning module. MidTerm and Final Exams exist at the end of each quarter or semester. Exhibitions and demonstrations at the end of each quarter. Year end summative assessments for statewide assessments such as AIMS and AZMerit or other state standardized exams.</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<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>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>
<i>1-3</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>
<i>4-6</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>
<i>7-8</i>	<i>FLIP-Blended Instruction, Individualized Lesson Plans, Socratic Discussion, Project-Based Learning, Web-based direct instruction, RTI Pathway model</i>	<i>Canvas LMS, Acellus, Lexia, NoRedInk, PrendaWorld, Khan Academy, Pluralsight, Microsoft Teams, Google Classroom, Labster, Zoom, BigBlueButton</i>	<i>Daily and ongoing formative assessments embedded within courseware and curriculum. Quarterly and semester NWEA Map Assessments</i>	<i>Unit Exams at the end of each learning module. MidTerm and Final Exams exist at the end of each quarter or semester. Exhibitions and demonstrations at the end of each quarter. Year end summative assessments for statewide assessments such as AIMS and AZMerit or other state standardized exams.</i>

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9-12	<i>FLIP-Blended Instruction, Individualized Lesson Plans, Socratic Discussion, Project-Based Learning, Web-based direct instruction, RTI Pathway model</i>	<i>Canvas LMS, Acellus, Lexia, NoRedInk, PrendaWorld, Khan Academy, Pluralsight, Microsoft Teams, Google Classroom, Labster, Zoom, BigBlueButton</i>	<i>Daily and ongoing formative assessments embedded within courseware and curriculum. Quarterly and semester NWEA Map Assessments</i>	<i>Unit Exams at the end of each learning module. MidTerm and Final Exams exist at the end of each quarter or semester. Exhibitions and demonstrations at the end of each quarter. Year end summative assessments for statewide assessments such as AIMS and AZMerit or other state standardized exams.</i>
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**Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)**

See 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
FPA sends release of records requesting special education, 504, and ELL documentation after student completes enrollment application. Records are reviewed to determine if students received prior services. If services were rendered, a notice is sent to SPED team. SPED team evaluates student needs and arranges to provide appropriate accommodations. As appropriate, notifications are sent to parents/guardians, teachers,	Registrar, SPED Team, MET Team (students parent/legal guardian, LEA representative, classroom teacher(s), psychologist, SPED representative, and other relevant personnel such as speech therapist, occupational therapist, etc.)	Upon enrollment, evaluation within 45 days of enrollment, and as needed (frequency and timing of individual services vary based on IEP).	Records requests sent to schools. Students are flagged in SIS if student received services at prior school. Email sent to Special Programs Team to begin screen and assistance process Student is assigned to SPED teacher for intervention MET meeting log and notes SPED service log documents all provided services to ensure access and meet the needs of students with disabilities

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administrators, and relevant stakeholders to provide and/or revise necessary services to ensure access and to meet the needs of students with disabilities.			
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**Process for Implementing Action Step**

Upon receiving records request, SPED team reviews content and sends appropriate notifications (45 day screener, etc) and sets follow up evaluations as needed or if MET has expired. If no eval is needed SPED team provides student and family with Procedures Safeguards Notice, sets up an IEP meeting with stakeholders (legal guardian, students, teacher of record, and FPA LEA rep). IEP is created to fit the student’s current needs and/or accommodations are provided. Teachers are securely provided a copy of the 504 accommodations as necessary. Student evals are performed in person or virtually. Results are shared with multidisciplinary evaluation team (MET) which may include: students parent/legal guardian, LEA representative, classroom teacher(s), psychologist, SPED representative, and any other relevant personnel such as speech therapist, occupational therapist, etc. If accommodations are warranted under IDEA guidelines, an IEP will be written for the student outline specific goals, accommodations, services, and placement. IEP will subsequently be reviewed at least annually or upon request of an IEP team member. Based on IEP, FPA will provide and or contract to provide necessary services.

*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
FPA sends release of records requesting special education, 504, and ELL documentation after student completes enrollment application. Records are reviewed to determine if students received prior services. If services were rendered, a notice is sent to EL Coordinator.	Registrar, EL Coordinator, Teachers, Parents, Administrators,	Upon enrollment and ongoing as needed	Records requests sent to schools. Students are flagged in SIS if student received services at prior school. Email sent to Special Programs Team to begin screen and assistance process.  Completed forms such as Home Language Survey Forms, AZELLA scores
If services are warranted, students will receive instructional support focused on English Acquisition and full inclusion of English Learners. Student progress is monitored to ensure adequate advancement and improved language proficiency.	EL Coordinator, Instructors, Principal Director	Daily via instruction and as needed	Copies of 45 day screeners, copies of notifications, instructor notes, instructor plans to address ELD, notices sent to families

**Process for Implementing Action Step**

Migrant questions are asked to families at the time of enrollment. The Home Language Survey is provided to legal guardians at the time of enrollment to fill out. Students with an answer of yes, in which there are no prior records provided by the school, will be sent to the EL Coordinator for in-person AZELLA testing. Students who are identified as limited English proficient will receive instructional support focused on English acquisition and full inclusion of English learners is practiced. Student progress and grades to ensure the student is receive grades based

on ability and not due to barrier. Relevant teachers will use the revised AZ 2019 English Language Proficiency Standards in lesson planning and receive a combination of targeted and integrated ELD instruction. Information will be also provided to legal guardians in their appropriate language. Students will continue to receive AZELLA testing in the Spring. FPA will provide interpreter services for parents or guardians upon request.

### 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
<b>Social Emotional Learning</b>	Teacher Check-in				X	X
	Packet of Social and Emotional Topics					
	Online Social Emotional videos				X	X
	Parent Training					
	Other: Social Emotional Well-Being Course				X	X

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone				X	X
	Webcast				X	X
	Email/IM				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
Whereas research shows that social and emotional learning improves student achievement by an average of 11 percentile points, and also significantly improves student attitudes and behavior,	Student, Principal, Guide, Counselor, Instructor(s)	Social and Emotional Well Being Course offered Yearly and ongoing as needed  Social emotional literature and crisis support will be provided to FPA students	Course available via Canvas and Acellus  Communications sent from school  Resources including access to



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<p>while reducing depression and stress (Durlak et al., 2011), FPA will offer a social emotional learning course that covers important social emotional topics to all enrolled students.</p> <p>Along with the need for Social and Emotional Learning (SEL) is the need to build healthy living habits that will have long lasting impacts on their happiness and well-being.</p> <p>When a student is faced with a crisis, timely and targeted intervention is critical.</p> <p>Crisis Intervention Lessons that focus on specific challenging issues, such as divorce, death of a loved one, bullying, natural disasters, and more are included in the courseware. The appropriate lessons can be selected by the student or prescribed by a Teacher or Guide. When a Crisis Intervention lesson is assigned to a student, a companion lesson for parents is also provided via the Parent Interface, along with one for teachers.</p>		<p>and families monthly via email and/or web content.</p>	<p>www.crisisnetwork.org posted on school website.</p>
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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
<p>FPA places the student at the center of his or her own education. Students will not merely be passive learners, but active learners, continuously engaged in their own learning process. Students will set daily SMART goals in online journals and track their personal progress and success.</p>	<p>Student</p>	<p>Goals set Daily, weekly, and/or as needed</p>	<p>Electronic Goals Journal is updated</p>

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Students will also proactively evaluate their weekly performance and solicit intervention as needed.			
FPA administrators oversee direct instruction via Master Teachers and a combination of grade- and subject-appropriate Courseware. A Master Teacher refers to the subject matter expert who provides video lectures and instruction for a subject or course. A Master Teacher has the primary responsibility of clearly and effectively communicating concepts, content, and lessons that lead to mastery of a topic or standard. Master teachers ensure consistent, high-quality delivery of relevant subject material for each and every student. FPA Courseware ensures proper pacing and progress toward subject matter and grade level mastery while communicating relevant information to administration, instructors, guides, and students in real time.	Principal	Direct instruction and assessment occurs ongoing as needed	Completed modules report in Canvas LMS Completed unit reports in Courseware
A Guide (Coach or TA) is a student advocate who has the primary role of mentoring and guiding students toward success. This includes helping students set and complete daily goals, helping with time on task, helping facilitate learning activities, and helping students identify and access available resources	Guide/Coach	Guidance and support occurs as needed	Guide signs off on bi-weekly progress reports
The primary role of an instructor is to help students achieve mastery in their assigned course or subject material. This is done by overseeing instruction, intervention, and grading. While a Master Teacher assists with direct instruction, an Instructor oversees the student's general learning process. This includes facilitating individual or group activities and discussion; administering assignments,	Instructor	Grade updates are continuous Progress reports are weekly Report cards are quarterly	Completion of 1x1 Submission of Report Cards

quizzes, and exams; evaluating performance data; and providing personalized feedback. Through the assistance of real-time data analytics, an instructor monitors and oversees a student's time on task, progress, and performance and then provides targeted intervention as appropriate or needed.			
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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.

<b>Benchmark Assessments (Math)</b>			
	<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>	NA	NA	NA
1-3	NA	NA	NA
4-6	NA	NA	NA
7-8	NWEA MAP	Online	1 <sup>st</sup> 14 days of attendance, mid-term, and final exams
9-12	NWEA MAP	Online	1 <sup>st</sup> 14 days of attendance, mid-term, and final exams

<b>Benchmark Assessments (ELA)</b>			
	<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>			
1-3	NA	NA	NA
4-6	NA	NA	NA
7-8	NWEA MAP	Online	1 <sup>st</sup> 14 days of attendance, mid-term, and final exams

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9-12	NWEA MAP	Online	1 <sup>st</sup> 14 days of attendance, mid-term, and final exams
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**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.**