

# 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	The PEAK School, Inc.	Charter Holder Entity ID	083702000
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Paula Drossman		
Representative Telephone Number	928 779 0771		
Representative E-Mail Address	pdrossman@peakschool.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
The PEAK School	79866	038702101

### 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	130	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	30	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	130
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 checked="" type="checkbox"/> 2. We intend to operate distance learning until <u>October 9, 2020</u> 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:		

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<b>Is the charter requiring students to do distance learning?</b>	
<b>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?</b>	

*\*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
The PEAK School will take attendance of	Office Manager	AM and PM attendance	Synergy Attendance by each teacher.

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<p>all students twice daily. Students participating in Remote/At Home learning will be counted as present when they physically log in to ZOOM daily. Students who participate only partial days will be noted through tracking tardies and early departures through Synergy.</p>			
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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.*

<b>Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<p>All teachers will use the Remind App to communicate regularly.</p>	<p>Director/ Classroom Teacher</p>	<p>Weekly</p>	<p>Remind App notifications</p>
<p>Google Classroom will be sure to track written communication between students and teachers.</p>	<p>Director/ Classroom Teacher</p>	<p>Each School Day</p>	<p>Content available in Google Classroom</p>
<p>ZOOM video conferencing will allow for live video communication between teacher and student.</p>	<p>Director/ Classroom Teacher</p>	<p>Each School Day</p>	<p>Evidence of scheduled meetings and links in the ZOOM interface</p>
<p>Phone calls and emails home will also be used by the classroom teacher and school administration to communicate with families when needed.</p>	<p>Director/ Classroom Teacher/Office Manager</p>	<p>As needed to ensure timely communication</p>	<p>Parent Contact Logs</p>
<p>Facebook will be used to share information with families.</p>	<p>Director</p>	<p>Anytime an update is needed school wide</p>	<p>Facebook account and saved documents with date posted</p>
<p>The PEAK School website will be used to upload the most up to date information for students and families.</p>	<p>Director</p>	<p>Anytime an update is needed school wide</p>	<p>Website history and saved documents and dates posted</p>
<p>Select information will be mailed via the US Postal Service to provide communication.</p>	<p>Office Manager</p>	<p>As needed</p>	<p>Saved copy of mailing material</p>
<p>Weekly pick up of school information will be available for families.</p>	<p>Director and classroom teachers</p>		<p>Lunch and Packet pick up list.</p>

		Weekly	

### 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
Teachers will report onsite and teach broadcasting online from their classrooms live each school day.	Director/Classroom Teachers	Each School day/ all school hours	Teacher onsite attendance and director virtual classroom walk-throughs
Teachers will upload all materials in Google classroom	Director/ Classroom Teachers.	Daily	Google Classroom Records
Teachers will create standard based lesson plans in Taskstream	Director/ Classroom Teachers	Monthly	Taskstream review
PD establishing teacher expectations via ZOOM	Director	Start of year teacher training	ZOOM link form meeting and notes used.

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
Start of year training employee policy training	Director	Annually	ZOOM link and materials provided in Google Classroom
Email and phone contact will be used to communicate information with staff	Director	As needed	Email records
Staff meetings and development	Director	Monthly	Staff meeting agendas in ZOOM

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
Professional Development will be provided through online live training, recorded training, and evidence of engagement assignments.	Director	July 27, 2020 to August 17, 2020	Google Classroom and Staff Back to School Agenda
Ongoing PD based on current staff needs	Director	Monthly or more frequently as needed	Google Classroom agenda and materials and ZOOM meeting links

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

- Overview of re-open plans
- Remind App
- Intro to Chrome Books
- Freckle Training
- Google Classroom
- Overview of expectations for planning and instruction
- Safe Schools overview
- Cardiopulmonary Resuscitation (CPR)
- First Aid
- Coronavirus: Managing Stress and Anxiety
- Bloodborne Pathogen Exposure Prevention
- Coronavirus Awareness
- Pandemic Flu
- Coronavirus: Reopening Your Organization
- Create your “teaching space
- Team Practice Google Classroom and remote teaching
- Curriculum/Tech Programs
- Spelling City
  - FFW
  - Taskstream
  - Imagine Learn/ Galileo
  - STAR Math
  - Freckle

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- Think Central

- RtI- universal screenings quick overview
- EL-Review power points on your own
- Core Knowledge Overview- available for your use anytime.
- Team Practice day
- Classroom Management/Parent involvement
- Homeless
- Sped/504/Confidentiality
- Social Emotional 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
<b>What was Used to Establish Need?</b>			
Questionnaire			
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	x	x
WIFI Hot Spot	x	x	x
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	Direct Instruction via ZOOM	Google Classroom,	Student responses to	Summative assessment will

		<i>Renaissance Learning Freckle, Engage New York, Core Knowledge, Splash Math</i>	<i>individual student questions, whole group questions, and work students submit.</i>	<i>take place following unit instruction. It will take place with Individual quizzes and tests completed online or one-on-one interviews of knowledge between teacher and student. Tracking standard mastery may also take place using Renaissance Learning Freckle and Splash Math.</i>
<i>1-3</i>	<i>Direct Instruction via ZOOM</i>	<i>Google Classroom, Renaissance Learning Freckle, Engage New York, Core Knowledge, Splash Math</i>	<i>Student responses to individual student questions, whole group questions, ZOOM polls, ZOOM Breakout sessions and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online, one-on-one interviews of knowledge between teacher and students, tracking of standard mastery using Renaissance Learning Freckle and STAR Math.</i>
<i>4-6</i>	<i>Direct Instruction via ZOOM</i>	<i>Google Classroom, Renaissance Learning Freckle, Performance Coach, Core Knowledge Splash Math</i>	<i>Student responses to individual student questions, whole group questions, ZOOM polls, ZOOM Breakout sessions and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online, one-on-one interviews of knowledge between teacher and students, and tracking of standard mastery using Imagine Learning Galileo, Renaissance Learning Freckle and STAR Math.</i>

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7-8	<i>Direct Instruction via ZOOM</i>	<i>Google Classroom, Renaissance Learning Freckle, Performance Coach , Core Knowledge</i>	<i>Student responses to individual student questions, whole group questions, ZOOM polls, ZOOM Breakout sessions and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online, one-on-one interviews of knowledge between teacher and students, and tracking of standard mastery using Imagine Learning Galileo, , Renaissance Learning Freckle and STAR Math.</i>
9-12				

<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>	<i>Direct Instruction via ZOOM</i>	<i>Google Classroom, Renaissance Learning Freckle, Core Knowledge ELA and Fast ForWord</i>	<i>Student responses to individual student questions, whole group questions, and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online or one-on-one interviews of knowledge between teacher and student. Tracking standard mastery may also take place using Renaissance Learning Freckle and Fast ForWord.</i>
<i>1-3</i>	<i>Direct Instruction via ZOOM</i>	<i>Google Classroom, Renaissance Learning Freckle, Core Knowledge ELA and Fast ForWord</i>	<i>Student responses to individual student questions, whole group questions, ZOOM polls, ZOOM Breakout</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and</i>

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			<i>sessions and work students submit.</i>	<i>tests completed online, one-on-one interviews of knowledge between teacher and students, and tracking of standard mastery using Imagine Learning Galileo, Renaissance Learning Freckle and Fast ForWord.</i>
4-6	<i>Direct Instruction via ZOOM</i>	<i>Google Classroom, Renaissance Learning Freckle, Performance Coach, Core Knowledge ELA and Fast ForWord</i>	<i>Student responses to individual student questions, whole group questions, ZOOM polls, ZOOM Breakout sessions and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online, one-on-one interviews of knowledge between teacher and students, and tracking of standard mastery using Imagine Learning Galileo, , Renaissance Learning Freckle and Fast ForWord.</i>
7-8	<i>Direct Instruction via ZOOM</i>	<i>Google Classroom, Renaissance Learning Freckle, Performance Coach Core Knowledge ELA and Fast ForWord</i>	<i>Student responses to individual student questions, whole group questions, ZOOM polls, ZOOM Breakout sessions and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online, one-on-one interviews of knowledge between teacher and students, and tracking of standard mastery using Imagine Learning Galileo, Renaissance Learning Freckle and Fast ForWord.</i>
9-12				

<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>
<i>Kindergarten</i>	<i>Direct Instruction via ZOOM</i>	<i>Core Knowledge and Renaissance Learning Freckle</i>	<i>Student responses to individual student questions, whole group questions, and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online or one-on-one interviews of knowledge between teacher and student.</i>
<i>1-3</i>	<i>Direct Instruction via ZOOM</i>	<i>Core Knowledge and Renaissance Learning Freckle</i>	<i>Student responses to individual student questions, whole group questions, ZOOM polls, ZOOM Breakout sessions and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online, one-on-one interviews of knowledge between teacher and students, tracking of standard mastery using Renaissance Learning Freckle.</i>
<i>4-6</i>	<i>Direct Instruction via ZOOM</i>	<i>Imagine Learning Imagine Learning Galileo, Core Knowledge and Renaissance Learning Freckle</i>	<i>Student responses to individual student questions, whole group questions, ZOOM polls, ZOOM Breakout sessions and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online, one-on-one interviews of knowledge between teacher and students, and tracking of standard mastery using Imagine Learning Galileo, Renaissance Learning Freckle</i>
<i>7-8</i>	<i>Direct Instruction via ZOOM</i>	<i>Imagine Learning Imagine Learning Galileo, Core</i>	<i>Student responses to individual student questions,</i>	<i>Summative assessment will take place following unit</i>

		<i>Knowledge and Renaissance Learning Freckle</i>	<i>whole group questions, ZOOM polls, ZOOM Breakout sessions and work students submit.</i>	<i>instruction. It will take place with individual quizzes and tests completed online, one-on-one interviews of knowledge between teacher and students, and tracking of standard mastery using Imagine Learning Galileo, Renaissance Learning Freckle</i>
9-12				

<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>Direct Instruction via ZOOM</i>	<i>Core Knowledge and Renaissance Learning Freckle</i>	<i>Student responses to individual student questions, whole group questions, and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online or one-on-one interviews of knowledge between teacher and student.</i>
<i>1-3</i>	<i>Direct Instruction via ZOOM</i>	<i>Core Knowledge and Renaissance Learning Freckle</i>	<i>Student responses to individual student questions, whole group questions, ZOOM polls, ZOOM Breakout sessions and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online, one-on-one interviews of knowledge between teacher and students, tracking of standard mastery using Renaissance Learning Freckle.</i>
<i>4-6</i>	<i>Direct Instruction via ZOOM</i>	<i>Imagine Learning Galileo,</i>	<i>Student responses to</i>	<i>Summative assessment will</i>

		<i>Core Knowledge and Renaissance Learning Freckle</i>	<i>individual student questions, whole group questions, ZOOM polls, ZOOM Breakout sessions and work students submit.</i>	<i>take place following unit instruction. It will take place with individual quizzes and tests completed online, one-on-one interviews of knowledge between teacher and students, and tracking of standard mastery using Imagine Learning Galileo, Renaissance Learning Freckle</i>
7-8	<i>Direct Instruction via ZOOM</i>	<i>Imagine Learning Galileo, Core Knowledge and Renaissance Learning Freckle</i>	<i>Student responses to individual student questions, whole group questions, ZOOM polls, ZOOM Breakout sessions and work students submit.</i>	<i>Summative assessment will take place following unit instruction. It will take place with individual quizzes and tests completed online, one-on-one interviews of knowledge between teacher and students, and tracking of standard mastery using Imagine Learning Galileo, Renaissance Learning Freckle</i>
9-12				

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

**Meeting the Needs of Students with Disabilities and English learners (1.a.iv)**

***In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.***

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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
Objectives identified in IEPs will be addressed during remote learning classes.	Assigned Special Education teacher	Weekly	Weekly Progress Reports
<b>Process for Implementing Action Step</b>			
Progress reports shared with specific teachers delivering services and modifying and/or updating objectives/strategies. PEAK Staff have 5 credentialed and experienced Special Education Teachers and a program specialist that is credentialed and experienced as a school psychologist and special education director. Services will be coordinated by the special education teacher and process reviewed by the program specialist.			

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
EL Students will be identified through AZELLA testing.	Director	Annually	Pearson AZELLA results
EL students will have ILLP plans developed to meet their needs based on quarterly progress.	Director and Classroom teachers	Annually with quarterly updates	ILLP quarterly updates
Student ILLP will be implemented during ongoing remote and in person instruction.	Director and Classroom teachers	Weekly Observations	Taskstream lesson plans, Weekly classroom walk-throughs.
<b>Process for Implementing Action Step</b>			
Classroom teachers will be supported by the EL Lead Teacher and EL Coordinator to provide ongoing support and training to ensure that EL students continue to show growth on their ILLP quarterly reports.			

### 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	X	X	
	Packet of Social and Emotional Topics (Developed with Program Specialist/Director/Special Education Teacher)	X	X	X	X	
	Online Social Emotional videos	X	X	X	X	
	Parent Training					
	Other: During Weekly ZOOM, as needed activities will be recorded by date and activity descriptions in school log.	X	X	X	X	

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services Provided by Ron Drossman NCSP/School Psychologist</b>	In-Person					
	Phone	X	X	X	X	
	Webcast Group ZOOM	X	X	X	X	
	Email/IM	X	X	X	X	
	Other: Face Time and ZOOM	X	X	X	X	

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
PEAK School will develop plans for remote instruction in the areas of Social and Emotional Learning relevant to the perceived needs of each class. These topics will be developed during professional development and weekly staff ZOOM meetings.	Program Specialist	Weekly	<u>Program Specialist Notes</u>

### 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
Standard based assessments will be given to students.	Director/Classroom Teacher	Minimum of 3 times per year	<i>Imagine Learning Galileo, HMH Journeys, and Renaissance Learning Freckle</i>

### 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, Imagine Learning 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>	<i>ISTEEP Number Naming</i>	<i>Online</i>	<i>September 7, 2020 to September 25, 2020</i>
<i>1-3</i>	<i>Star Math</i>	<i>Online</i>	<i>September 7, 2020 to September 25, 2020</i>
<i>4-6</i>	<i>Imagine Learning Galileo Math</i>	<i>Online</i>	<i>September 7, 2020 to September 25, 2020</i>
<i>7-8</i>	<i>Imagine Learning Galileo Math</i>	<i>Online</i>	<i>September 7, 2020 to September 25, 2020</i>
<i>9-12</i>			

<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>	<i>ISTEEP Letter Naming</i>	<i>Online</i>	<i>September 7, 2020 to September 25,</i>

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			<i>2020</i>
<i>1-3</i>	<i>Fast ForWord Reading Assistant</i>	<i>Online</i>	<i>September 7, 2020 to September 25, 2020</i>
<i>4-6</i>	<i>Imagine Learning Galileo ELA</i>	<i>Online</i>	<i>September 7, 2020 to September 25, 2020</i>
<i>7-8</i>	<i>Imagine Learning Galileo ELA</i>	<i>Online</i>	<i>September 7, 2020 to September 25, 2020</i>
<i>9-12</i>			

**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.**

Specialized Skills and Credentials:  
 Special Education: Tammy Eubanks, Melissa Speer, Jenna Escobedo, Tracy Braatz, Ron Drossman  
 Reading Specialist: Tammy Eubanks  
 Superintendent: Paula Drossman 20 years of experience working with students/families that are EL, low socioeconomic status, Native American and Hispanic.

