Distance Learning Plan Template for Charter Schools

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).	1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

Charter Holder Information

Charter Holder Name	Educational Models for Learning, Inc.	Charter Holder Entity ID	1000167
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Geoff Stemple	
Representative Telephone Number		480-305-1015	
Representative E-Mail Address		Gstemple@eml-az.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
Educational Models for Learning – Arizona	1001129	07-86-23-201

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?	*0*

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

Estimated Enrollment for FY 2021	**5**	**Start Date for Distance Learning**	**August 17th, 2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	**5**	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	**5**
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☒4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). ☐5. Other (Please explain below)		
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:			

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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 competed and submitted by the student.
   - A parent attestation of documentation of time spent on educational activities.

The charter holder is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: https://www.azed.gov/finance/school-finance-guidance-for-covid-19/

If the Charter Holder currently operates an approved AOI, it must follow the AOI attendance requirements outlined by ADE and A.R.S. §15-808 for students enrolled in the AOI.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. **Participation Tracker** - Teachers document their	1. Teachers, School Principal 2. Teachers, School Principal	1. Daily 2. Weekly	1. Course of Study Record, Participation Tracker Form,

contacts and engagements with their students on the Participation Trackers. Students will be given daily lessons follow a pacing guide for each term. Students will mainly follow Edgenuity courses that have been customized for each student. Daily lessons may be adjusted and individualized for each student depending on their need according to the PPEP process. Students may receive daily targeted support, small group instruction, or may work independently depending on the need and preference of the student. This may be done in person or virtually. Students who have not responded to teachers are identified and additional supports to re-engage are made. 2. **Weekly Intervention Report Data** - Teachers document the contacts and engagements made with their student via multiple methods including phone calls, emails, App communications, and Virtual Conferences. These are documented in by the teacher and input into Infinite Campus. 3. **Participation Rate** - Student daily engagement is collected by the teacher and documented Infinite Campus.	3. Teachers, School Principal	3. Monthly	Edgenuity Session Log, Course Credit Audit 2. Teacher kept contact log, Infinite Campus

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
1. Students will be required to meet with their teacher, in person or virtually, at the beginning and throughout each school day to engage in assigned instructional activities. 2. Daily updates will be sent via Infinite Campus, email, text message, to parent/guardians notifying them of each student's daily progress and to address any outstanding items or concerns. 3. Students/families who are non-responsive to outreach efforts will be engaged through the tiered intervention process. This includes but is not limited to, phone calls, emails, parent teacher conferences, and home visits.	1. Teacher, School Principal 2. Teacher, School Principal 3. Teacher, School Principal	1. Daily 2. Daily, Weekly 3. Weekly, Monthly	1. Participation tracker, teacher records, contact logs, course of study record, credit audits. 2. Student information system contact reports. 3. Home Visit documentation form.

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
1. Teachers will demonstrate and model best practices in the online classroom. 2. Teachers will create a collaborative environment and encourage students to participate in groups and complete assignments in a collaborative manner. 3. Teachers will establish and enforce expectations for	1 – 15. Teacher, School Principal	1 – 15. Daily, Weekly, Monthly	1. Instructional observations completed by School Principal 2. Informal observations and teacher check-ins by School Principal 3. Formal Bi-Annual Teacher scorecard evaluations 4. Parent/Guardian Surveys

appropriate behavior and use of digital resources. 4. During student hours, teachers will at a minimum, be available via either TEAMS, Zoom, or an online chat forum for all students. 5. Teachers will collaborate with the SpEd Teacher or 504 Coordinator to ensure their students are receiving the supports needed to be successful in their education. 6. Teachers will facilitate instructional sessions virtually and/or telephonically. 7. Teachers will assign curriculum lessons for students to complete. 8. Teachers will keep parents updated on their child's progress and reach out to the families to meet their needs. 9. Teachers will have consistent and constant communication with students and parents. 10. Teachers will document communication with families along with the multiple system of supports that were completed. 11. Teachers will use platforms that students are already familiar using. 12. Teachers will create one place for students, parents, and administration to view student progress or for students to turn in assignments and for parents to view what their students have completed.			

13. Teachers will communicate with families regarding student progress for the month. 14. Teachers will plan tutoring sessions for the following month. 15. Teachers will complete administrative tasks necessary for attendance reporting and documenting student work samples.			

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
1. Supporting Core Mission, Vision, and Values. 2. Instructional Coaching 3. Instructional Team Huddle Meeting	1. School Principal 2. School Principal 3. School Principal	1. Daily 2. Daily 3. Daily	1. Modeling exemplary behavior for all staff. 2. Meeting agenda 3. Meeting agenda

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Our small team allows us to be in person during work hours. We can provide professional development to our two teachers directly and in person. The services provided by anyone tasked to assist in professional development may be utilized virtually from our school. Because the instructional day is 4 hours for each teacher, the remaining 4 hours are designated for	1. School Principal	1. Monthly Ongoing	1. Professional Development Calendar

specific administrative tasks, this includes time for professional development.			

List Specific Professional Development Topics That Will Be Covered

- Culture Building, Mission, Vision, and Values, PPEP, Professionalism, Instructional Model
- Planning quality instruction-Lesson Plan Development
- Student Information System – Infinite Campus
- Understanding Student Groups Differentiating for the Bottom 25% EL | FRL | SPED | Gifted
- Data Driven Decision-Making Instructional Planning Effective Teaching Strategies
- Edgenuity, Blended Instruction, Utilizing Instructional Technology
- Edgenuity, Customizing, Blended Instruction, Scaffolds and Supports
- Positive Communication and Family Outreach
- Special Education and Behavior Supports EL Supports
- AZCSP AIR
- Classroom Management
- Roster review, assessment planning, instructional planning
- Marketing and recruitment
- Course customization and lesson planning
- Addressing students' capabilities and needs
- Addressing educators' capabilities and needs
- Program/School quality
- Continuous review of quality and impact
- Curriculum content knowledge and materials
- Pedagogy
- Learning support
- Academic equity
- Systemic equity
- Climate equity
- Focus and Time
- Differentiation
- Shared accountability
- External networks/partners

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire			
Personal Contact and Discussion	x	x	x
Needs Assessment-Available data	x	x	x
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	x		
WIFI Hot Spot	x		
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	x	x	x
Extended Weekday Hours			
24/7 Support	x	x	x
Other:			

Instructional Methods and Monitoring Learning (1.a.iii)

a. In the tables below, <u>list</u> the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)			
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
4-6				
7-8				
9-12	Direct Instruction both in person and via MS Teams, One-One Instruction, Small Group Instruction based on academic level, Independent Study, Project-Based Learning, and Collaboration, Universal Design for Learning	Edgenuity (online curriculum), Khan Academy (supplemental/tutoring), NWEA (assessment)	Some of these assessments include but are not limited to the following: Verbal/visual comprehension checks. Edgenuity Pre-Testing options taken during the first day of instruction for each course, Printed coursework, Edgenuity activities, presentations/speeches. These are ongoing daily assessment measures.	Some of these assessments include but are not limited to the following: Weekly quizzes and tests within Edgenuity. End of course exams within Edgenuity at the end of each term. NWEA MAP Assessment grade level equivalency and growth over time - twice yearly – Fall and Spring. Group projects when

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten				
1-3				
4-6				
7-8				
9-12	Direct Instruction both in person and via MS Teams, One-One Instruction, Small Group Instruction based on academic level, Independent Study, Project-Based Learning, and Collaboration, Universal Design for Learning	Edgenuity (online curriculum), Khan Academy (supplemental/tutoring), NWEA (assessment)	Some of these assessments include but are not limited to the following: Visual/verbal comprehension check. Edgenuity Pre-Testing options taken during the first day of instruction for each course, Printed coursework, Edgenuity activities, presentations/speeches.	Some of these assessments include but are not limited to the following: Weekly quizzes and tests within Edgenuity. End of course exams within Edgenuity at the end of each term. NWEA MAP Assessment Reading and Language Proficiency and growth over time - twice

			These are ongoing daily assessment measures.	yearly – Fall and Spring. Group projects when assigned.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				
4-6				
7-8				
9-12	*Direct Instruction both in person and via MS Teams, One-One Instruction, Small Group Instruction based on academic level, Independent Study, Project-Based Learning, and Collaboration, Universal Design for Learning*	*Edgenuity (online curriculum), Khan Academy (supplemental/tutoring), NWEA (assessment)*	*Some of these assessments include but are not limited to the following: Verbal/visual comprehension check. Edgenuity Pre-Testing options taken during the first day of instruction for each course, Printed coursework, Edgenuity activities, presentations/speeches. These are ongoing daily assessment measures. Virtual and/or physical labs on site. These are ongoing daily assessment measures.*	*Some of these assessments include but are not limited to the following: Weekly quizzes and tests within Edgenuity. End of course exams within Edgenuity at the end of each term. Group projects when assigned.*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				

1-3				
4-6				
7-8				
9-12	*Direct Instruction both in person and via MS Teams, One-One Instruction, Small Group Instruction based on academic level, Independent Study, Project-Based Learning, and Collaboration, Universal Design for Learning*	*Edgenuity (online curriculum), Khan Academy (supplemental/tutoring), NWEA (assessment)*	*Some of these assessments include but are not limited to the following: Verbal/visual comprehension check. Edgenuity Pre-Testing options taken during the first day of instruction for each course, Printed coursework, Edgenuity activities, presentations/speeches. These are ongoing daily assessment measures.*	*Some of these assessments include but are not limited to the following: Weekly quizzes and tests within Edgenuity. End of course exams within Edgenuity at the end of each term. NWEA MAP Assessment twice yearly – Fall and Spring. Group projects when assigned.*

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

EML-AZ utilizes the Pathways Personalized Education Plan for each individual student to create an individual learning plan. To ensure the instructional strategies and engagement activities will be providing a successful path for individual students, a variety of data points are analyzed as part of the PPEP process. Teachers will use online instructional tools for college and career planning and NWEA MAP assessments to measure growth in standards-based skills. Infinite Campus, Edgenuity, and NWEA will allow teachers to view real time student achievement data. Data from these systems are integrated into the PPEP and accessible to teachers. The PPEP data will be reviewed and analyzed by teachers and the School Principal to ensure that the instructional strategies used are truly successful for each student. Based on the PPEP data, teachers can immediately reconcile and adjust the student's instruction, methods of delivery, and resources. The Blended Learning Flex Model will integrate the online standards-based curriculum provider, Edgenuity, that includes a rich mixture of online and offline teaching tools, including interactive animations, printed books with illustrations and narrative, original CDs and videos, and materials for hands-on experiments. Online assessments are integrated with the planning and progress tools, making it easy to find the right pace for students to stay on track.

Scaffolds and Supports: Students have access through the Edgenuity curriculum platform to multiple scaffolds to support their learning; these are essential learning supports for English Learners, Students with Disabilities while functioning and universal tools to support all learners. Students have access to digital notetaking, transcripts of the instruction available in a variety of languages, hard copy graphic organizers that

they can utilize during the instructional component of the lesson, glossary, academic language, digital sticky notes, extended time, video closed captioning, and the ability to enable text translation and read aloud text passages.

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

1. **Communication & Collaboration**
   A. Connect with every family and conduct needs assessment- Case Managers reached out via multiple methods to communicate to every family that Special Education services will continue. The team evaluated the family's technology needs for virtual and/or telephonic services based on family preference. Case Managers documented communications.
   B. Case Managers collaborated with families and related service providers to create Weekly Service Calendars that includes SAI (specialized academic instruction) and all related services; including ERMHS (educationally related mental health services). Services that cannot be provided virtually or telephonically with fidelity (occupational therapy, physical
	1. Special Education Teacher, School Principal
	2. Special Education Teacher, School Principal
	3. Special Education Teacher, School Principal
		1. Daily, Weekly, Monthly
		2. Daily, Weekly, Monthly
		3. Daily, Weekly, Monthly
			1. Documented communications, IEP and related documents, IEP meeting evidence.
			2. Documented communications, IEP and related documents, IEP meeting evidence.
			3. Documented communications, IEP and related documents, IEP meeting evidence.

therapy, etc) are documented and parents are informed that Compensatory Service Plans will be created upon re-opening of school sites. C. Deployment of Chromebooks with embedded wireless internet hotspots continued based on on-going needs assessment. D. Family Engagement & Support- Case Managers are engaging families in regular, consistent conferences to address basic needs, social-emotional supports, academic resources, training on virtual meeting platforms and digital tools, and provide relevant and timely Covid-19 updates. All communications are documented. E. Related Service Providers- Case Managers are collaborating with related service providers to ensure continuity in service delivery, documentation of service delivery in e-IEP Pro Service Tracker, and to ensure effective delivery of services based on IEP goals. F. General Education Staff- Case Managers are attending daily Huddle Meetings, weekly meetings, coordinating virtual instructional sessions with general education teachers as a Co-teaching approach. General Education and Special Education teachers use online, secure platforms (ex: OneDrive) as a collaboration			

space for consulting regularly regarding curriculum accommodations/modifications and instructional supports for students with disabilities.
 	
2. **Compliance**
  A. Case Managers created IEP Amendments that articulate a proposed temporary "change of placement" due to distance learning with virtual and telephonic services. The Case Managers communicated with parents with a PWN (Prior Written Notice) that specifies the change of placement as long as stay-at-home orders are in effect. Case Managers collaborated with families to gain consent through methods that include: mailings, secured emails, and DocuSign.
  B. Case Managers are documenting provision of services in e-IEP Pro Service Tracker and communications with families.
  C. Compensatory Education Plans will be created as part of an IEP team decision in the following circumstances:
    a. Services are not able to be provided virtually or telephonically with fidelity
    b. Parents decline virtual/telephonic services as a temporary change of placement
    c. Student demonstrates regression in skills due to the change of placement and/or the team has lack			

of evidence demonstrating student received educational benefit during temporary change of placement D. Assessments: The school will conduct assessments as it is determined that virtual and/or telephonic methods do not affect the reliability and validity of assessment results. The School Psychologists will continue with the following assessments and procedures during the Covid-19 school closure while Shelter-In-Place orders are in effect: ERMHS Assessments, Records Reviews, Interviews and Questionnaires. Full Initial and Triennial Assessments will not be conducted while Shelter-In-Place orders are in place; The instruments used by school psychologists (cognitive ability/intelligence tests, processing tests, neuropsychological tests, achievement tests, etc.), have not been normed or validated to be used under telephonic/virtual conditions. E. In cases where the school assesses that IEP assessments must be postponed due to Covid-19 school closure the following steps will be taken to engage families in the process and provide safeguards for the school: a. Case Manager creates a Postponed			

	Assessment PWN. The PWN specifies that the school has considered the timeline for the assessment, along with the types of assessments necessary to determine eligibility, and is not able to collect comprehensive valid data by means other than in-person assessments. When schools re-open, the school will conduct the assessments and determine eligibility. b. The IEP team will discuss and determine the need for a Comp Ed Plan as appropriate to address the time in which school was closed and student would have received the services agreed to at the IEP meeting. Considerations for Comp Ed plan will include: SST interventions, 504 Plan accommodations, affected education access and progress during school closure. F. IEP Timelines: At current time, the federal government has		

not waived timeline requirements under the IDEA. Although timeline requirements under the IDEA have not been waived, for purposes of monitoring special education timelines and compliance, the CDE will consider the days of school site closure as days between the pupil's regular school session, similar to school breaks in excess of five instructional days. For annual and triennial IEP reviews that fall on a day when the LEA is closed due to COVID-19, the CDE will take the exceptional circumstances causing the delay into consideration. If initial, annual, triennial due dates fall within the timeframe that the LEA is closed and the IEP team was unable to meet, the Special Education Information System (SEIS) delay code "75Temporary School Closure" or code "60- School Emergency" may be applied. G. IEP Team Meetings: meetings are not required to be conducted in-person during school closures. The school will conduct IEP meetings via teleconferencing or other virtual platforms as deemed appropriate by the team and provided consent by the parent(s)/guardian. **3. Provision of Services: Distance Learning** A. Student Engagement			

1. Establishing a routine, maintaining clear and consistent communication: Special Education Case Managers engage students daily in telephone calls, emails, video conferences, and secured text messages. Case Managers create a weekly SAI schedule for distance learning with each student.
2. Employing Trauma Informed Practices (TIPS) in teacher engagement strategies. Case managers lead communications with a trauma-informed lens. Key components include: empathy, active listening, providing a sense of safety and connectedness.
B. Family Engagement
   1. Supporting and Empowering parents as partners: Case Managers communicate with parents at least weekly to collaborate and communicate about student progress and family needs. Teachers train parents on accessing virtual platforms and digital tools in advance.
   2. All communications, resources, and supports are provided in parent's primary language.
   3. The school is committed to providing families with			

well-rounded resources, supports, and tools to engage as a partner in education at this time. Information and resources include: Distance Learning for Parents, Covid-19 updates, meal and food distribution, health and wellness, social emotional learning and tools to support student academics.
C. Staff Engagement
    1. The culture is grounded in our "kids come first" value and supported by collaboration at all levels. EML-AZ strives to be proactive and responsive to the needs of all stakeholders.
    2. Daily: Team Huddle
    3. Weekly: Curriculum Meetings, Special Education Department Meetings.
D. Specialized Academic Instruction for Distance Learning
    1. Students with disabilities are provided a free and appropriate public education (FAPE) through the implementation of services, accommodations, modifications, and supplementary aids and services as outlined in each student's individualized education plan (IEP). Specialized Academic			

Instruction (SAI) is provided for each student by an Education Specialist through distance learning methods including virtual and telephonic. Related services are contracted through a approved Non-Public Agency (NPA) and are delivered through virtual and telephonic methods. Curriculum is adjusted to ensure full accessibility and standards-based instruction is differentiated for each student through online learning platforms. 2. Case Managers ensure full accessibility to virtual SAI and online curriculum through implementing principles of Universal Design for Learning: Multiple Means of Representation: use of video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.			

Multiple Means of Expression: Throughout SAI and assessments, students are provided options to answer multiple choice questions, highlight text, complete surveys, create visual representations, use tactile digital tools, and fill out graphic organizers. These multiple means of expression appeal to multiple learning styles and allow students to demonstrate their knowledge in a variety of ways. Multiple Means of Engagement: Self-paced coursework that is customized based on student interest is a motivating for students. Teachers present course concepts in ways that are relevant to students' lives. Case Managers promote self-regulation with creation of visual schedules, weekly calendars, goal-setting activities, and provide regular progress updates. 3. Case Managers work with students virtually in both one-on-one sessions and in small group break-out sessions. Students are identified to participate in small group SAI sessions based on IEP goals, social-emotional needs, and grade level/class assignment. 4. Key components of SAI include: establishing structure/routine, student training on virtual platforms			

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and digital tools, integrated social-emotional learning, use of multiple modalities to engage learning styles virtually, and implementation of accommodations and modifications.

5. Case Managers check in with students regarding academic progress and engagement via online forms, surveys, screencast videos, virtual resource center events, and additional online communication tools.

6. Case Managers consult with general education teachers to implement accommodations and modifications in core curriculum and to customize curriculum to ensure accessibility through principles of Universal Design for Learning.

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Process for Implementing Action Step

1. Communication and Collaboration – School leader developed communication and collaboration plan, including all stakeholders, to ensure frequent communication and meaningful collaboration between school and home. The communication and collaboration plan is updated regularly based on stakeholder feedback and effective implementation is formally monitored by the School Principal.

2. Compliance – EML-AZ adheres to all applicable laws, regulations, and education code at state and federal level for students with disabilities. EML-AZ works closely with the ADE office of Exceptional Student Services to develop school policies and procedures to ensure compliance. The School Principal works collaboratively with the ESS Program Support and Monitoring Specialist assigned to our program.

3. Provision of services – EML-AZ leadership examined state and federal guidance related to the provision of special education services during distance learning. In addition, EML-AZ collaborates closely with ESS to adjust provision of services based on updated or new guidance provided. Key components of special education services in distance learning include; student engagement, family engagement, staff engagement, live synchronous specialized academic instruction and related services, and equity and access to curriculum and instruction.

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
1. Integrated Instruction English learners are engaged in curriculum and instruction with embedded evidence based instructional strategies to improve language acquisition skills. Evidence based strategies include: Academic vocabulary development, higher order thinking skills, such as, analysis, evaluation, application. Universal Design for Learning to ensure accessibility. Closed reading of text. Activation of background knowledge. Strategic use of home language. 2. Targeting Explicit Instruction. EML-AZ engaged students in EDGE Curriculum during targeted ELD instruction. Targeted ELD instruction is live and synchronous in the distance learning environment. Curriculum and instruction is designed to algin with the 2019 ELP standards and incorporates all research based strategies for targeted ELD instruction.	1. Teacher, School Principal 2. Teacher, School Principal	1. Monthly depending on need 2. Daily Pull Out SEI Model 50 Minutes depending on need.	1. Scope and sequence of Edgenuity courses. 2. Edgenuity supporting ELL students brief which is pulled from Edgenuity.

A. EDGE National Geographic – Cengage Learning curriculum for English Language Learners that utilizes both digital and tangible elements for engagement. B. Literacy circles: Students engage in online, literacy circles that promote virtual collaboration and language development in alignment with the English Learner Plan. Throughout these sessions, students are exposed to frontloaded vocabulary, explicit and scaffolded instruction, and multiple means of representation while being able to use their home language when needed to activate higher-order thinking skills. Oral competency: In addition to a focus on reading comprehension, reading fluency, and writing structures, the targeting explicit instruction offer English Learners an opportunity to develop oral language competency through virtual interaction in a meaningful, collaborative learning environment.			

Process for Implementing Action Step

EML-AZ adheres to the Office of English Language Acquisition Services models for Structured English Language Immersion. EML-AZ utilizes the pull-out model for English Language Learners in the distance learning environment. Students are provided with daily 50-minute English language instruction within their core curriculum in addition to 50 minutes of Targeted Explicit Instruction. Edge is a language development program that is designed to prepare all students for college and career success with dynamic content and authentic, multicultural literature. Curriculum is aligned to the AZ English Language Proficiency Standards. Lessons and instructional strategies are leveled based on student's proficiency levels. Students engage in the EDGE program virtually, in person, and any combination that works best for them based on their PPEP.

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					x
	Phone					x
	Webcast					x
	Email/IM					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
1. Provide all students with available resources for Social Emotional Learning and/or Counseling services. 2. Teachers employ Trauma Informed Practices (TIPS) in instructional engagement strategies. Some of the key strategies include empathy, active listening, and providing a sense of safety and connectedness	1. School Principal 2. Teachers, School Principal 3. Teachers, School Principal	1. EML-AZ will contract with STEPs to provide services that meet the individual needs of each student on an as needed basis. EML-AZ also may refer families to community resources like Tempe Action Community and Mountain Park Medical for additional resources. 2. Daily and ongoing 3. EML-AZ will utilize social-emotional learning	1. Documented signed contractual agreements between EML-AZ and STEPs. 2. Library of recorded topics and information are available to students and their families.

3. RISE- (Resilience in Students and Education): RISE is EML-AZ's social-emotional learning series of live, interactive, video broadcasts for students. <u>Social and Emotional Core Competencies:</u> RISE sessions are aligned to Social and Emotional Core Competencies in order to enhance a student's capacity to integrate skills, attitudes, and behaviors which effectively and ethically deal with daily tasks and challenges. <u>Crisis Support:</u> EML-AZ understands how important it is to attend to the social and emotional needs that arise during times of crisis and challenge. As we guide our students through the COVID-19 crisis, we are offering social-emotional learning topics that are essential to mental health and wellness during this pandemic.		opportunities for students on as an need basis as determined by the needs of our students and families.	

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
1. Daily defined learning objectives are given students which are evaluated daily. 2. Student competed work will be subject to evaluation, teachers provide feedback and means for improvement, rubrics, exemplary responses, etc. Informal rigor checks, review of work samples, review quizzes, rigor and compliance checks. 3. Student information system – Infinite Campus gradebook. Teachers will utilize the gradebook to record all completed student assignments. 4. Virtual one-on-one meetings and small group tutoring sessions: Teachers work with students virtually in both one-on-one meetings and in small group tutoring sessions to guide instruction and assess if a student has mastered content standards or if additional instruction is necessary. 5. Virtual Office Hours: In addition to weekly scheduled individual and group appointments during scheduled student hours, teachers hold virtual office hours to offer instructional support to all learners. 6. Online check-in: Teachers also check in with students regarding academic progress	1. Teacher 2. Teacher, School Principal 3. Teacher, School Principal 4. Teacher, School Principal 5. Teacher, School Principal 6. Teacher, School Principal	1. Daily 2. Daily, weekly, monthly 3. Daily 4. Daily, weekly 5. Daily, weekly 6. Weekly	1. Documented student work samples. 2. Rigor, Compliance, Quality Review worksheet, student work samples, rubrics. 3. SIS gradebook 4. Tutoring session agenda and lesson planning. 5. Office hour schedules 6. NWEA MAPS assessment data for grouping purposes, session agenda and associated lesson plan activities.

and engagement via online forms, surveys, screencast videos, and additional online communication tools. 7. In order to improve student math proficiency, teachers regularly provide instructional sessions in math that scaffold student skills to achieve performance targets of the courses and assessments. While instruction is claim and target-driven with a focus on both skill-building and content mastery, adjustments are made throughout each session based on formative assessment to ensure understanding for all learners. Additionally, students are grouped based on academic level data and content needs to support individual progress within the group in a safe and supportive learning environment. These sessions are interactive with online video tutorial from both teachers and field experts that engage students in real-world math application and scenarios.			

Benchmark Assessments (1.a.vii)

In the tables below, __list__ the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

Benchmark Assessments (Math)

	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten			
1-3			
4-6			
7-8			
9-12	NWEA MAP, Edgenuity Pre-Testing, Quizzes, Chapter Tests, End of Course Exams	NWEA MAP – Online or in person Edgenuity – In Person	**NWEA** – August 17th, 2020 Dec. 14th-17th, 2020 May 17th-19th, 2021 **Edgenuity** – Oct. 16th, 2020 Oct. 19th, 2020 Dec. 17th, 2020 Jan. 4th, 2020 March 5th, 2021 May 17th-19th, 2021

Benchmark Assessments (ELA)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten			
1-3			
4-6			
7-8			
9-12	NWEA MAP, Edgenuity Pre-Testing, Quizzes, Chapter Tests, End of Course Exams	NWEA MAP – Online or in person Edgenuity – In Person	**NWEA** – August 17th, 2020 Dec. 14th-17th, 2020 May 17th-19th, 2021 **Edgenuity** - August 17th, 2020 Oct. 16th, 2020 Oct. 19th, 2020

			Dec. 17th, 2020 Jan. 4th, 2020 March 5th, 2021 March 8th, 2021 May 19th, 2021

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

NWEA MAP Assessments:
- Will be given on the first day of school for initial baseline data.
- Fall and Spring benchmarks assessments will also be given to the students at the end of each semester to measure growth.

Edgenuity Assessments:
- Course pre-testing offered on the first day of each term.
- Course section quizzes offered throughout the term for each course.
- Course chapter tests offered throughout the term at the end of each chapter.
- End of course exams offered at the end of each term for every course.

Personalized Assignment Assessment:
- May include, but not limited to: Group projects, book reports, visual/graphic art projects, individual or group presentations, other performance-based assessment.

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.

School staff have remained committed to **mitigating loss of learning** during the COVID-19 emergency. Teachers and Case Managers make daily phone calls, send emails and secure text messages to students and parents. Teachers work closely with all students to ensure they have a daily distance learning schedule. In addition to direct, distance instructional time, teachers provide "office hours" to ensure that students have access to teachers for assistance and guidance. All staff communication and intervention efforts are documented in the School's Student Information System (SIS). These communication efforts include emails to students and/or parents, communication via a secure digital

application, virtual conferences, and phone calls. By providing students with health support resources, access to distance learning tools/technology and ongoing academic instruction, EML-AZ student will have the ability to continue in their educational plan.

EML-AZ is able to meet the needs of all students (e.g., EL, Gifted and Talented, or Special Education) through a **Pathways Personalized Education Plan (PPEP)**. This plan shall include formative and summative testing data (AzMERIT, PSAT, SAT, ACT, local assessments such as unit and end-of-course exams, career and learning style surveys, as well as computer adaptive standards-based assessments). This data helps to establish student need. Based on student need and in collaboration with the parent, student, and teacher, a set of instructional goals will be developed. These goals will be achieved through a variety of strategies, including one-on-one support, online courses, projects, seminars, field trips, guest speakers, supervised study and small group instruction.