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	American Virtual Academy	Charter Holder Entity ID	79461
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Tamara Becker		
Representative Telephone Number	480-209-2429		
Representative Email Address	tamara.becker@primaveratech.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
Primavera Online	81178	07-89-26-202

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?	180

    b.   Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	6,000	**Start Date for Distance Learning**	8/3/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	100%	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	100%
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:			
Not applicable.			

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 competed and submitted by the student.
- A legal guardian 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
Students access the curriculum, participate in virtual classroom sessions each day, and participate in tutoring or small group sessions.	Teachers. Teachers review assignments and student daily submissions.	Students missing from virtual classroom sessions, tutoring, or small group sessions are contacted.	School/teacher emails, text messages, phone calls

Student assignments graded by the teacher. Teacher virtual classroom content delivered the following day. |

Students record time spent schooling in the attendance app.	The student is responsible for recording report attendance each day in the app. The teacher is responsible for reminding/prompting the student to record time in the app at the end of each day. The legal guardian is responsible for reminding/prompting the student to log time in the app each day.	Daily	Attendance hours within the learning management system.
Legal guardians attest to student attendance hours in the attendance app.	The legal guardian signs into his/her instance of the app, reviews attendance, makes corrections as needed, and then verifies. Once verification occurs, the attendance is sent to the school.	Weekly	Attendance hours will show up as verified in the learning management system and will be sent to the administration for review and approval.
Administration reviews and verifies attendance. Administration reaches out to families who haven't submitted attendance for the prior week. Students who do not attend the required amount of time each week will also be addressed.	Registrars, Administration, Teachers	Weekly	Attendance is reported to AZEDS.

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
Virtual class sessions, virtual tutoring sessions, virtual open office hours	Teachers	Daily	Virtual class schedule
System automated notifications	LoudMouth App	48 hours since last login	Text messages sent to students and legal guardians
Review of student participation in assignments, discussion boards, as well as review of student grades	Teachers and Administrators	Daily or weekly depending on role	Emails and/or verbal kudos from teachers. Additional student/family outreach to discuss grades and participation in school. Provision of tiered intervention services.

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
Administrators, teachers, and staff are to work their full-time hours from home and perform duties outlined in their job descriptions.	Principal, staff, teachers	All are required to maintain the regular business hours for the school which are Monday – Friday from 8:00 a.m. – 5:00 p.m.	Phones are answered, or phone calls are returned during business hours. Text messages, emails, phone calls, and Records Requests are made during business hours. Meetings and conferences with legal guardians are held during regular business hours. Virtual class sessions, tutoring sessions, and open office hours are held during regular business hours.
Provide teachers feedback regarding administration observations.	Administration	Monthly, as requested	Observation forms; emails sent to staff regarding observations; staff responses regarding their steps for improvement.
Provide additional training as requested by staff and teachers.	Administration	As needed	Training schedule

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
The Human Resources Department will provide ongoing COVID 19 updates and resources for staff as it relates to site closures and transition back to the school for employees.	Human Resources, Principal	Weekly or as needed	Emails
Employee assistance program via Mutual of Omaha	Human Resources, Principal	As needed	Provision of phone number and web address to employees. 1-800-316-2796; www.mutualofomaha.com/eap.
COVID Policies and Procedures	Human Resources, Principal	As needed	Copies of policies and procedures

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Professional development at the beginning of the year will be provided both synchronous and asynchronously. When onsite, employees will follow the Social Distance Guidelines.	Administration	Two weeks	Professional Development Plan, PowerPoints, Outlook calendar invites
On-going professional development and calibration is provided to ensure fidelity of implementation is evidenced	Administration, Instructional Coaches	Every 2 weeks	Professional Development Plan, PowerPoints, Front Line Tracking System, Calendar invites

List Specific Professional Development Topics That Will Be Covered

- Tech Check – computer login, various app usage (Vonage, Office 365), where to get help
- Primavera Instructional Model
- Working Together as a Team
- Guided Curriculum Review
- Learning Platform Training
- Virtual Class Platform Training (Big Blue Button)
- New Online Teacher Training
- Teacher Expectations
- Communication Expectations with Students
- Special Programs: Spec Ed, 504, EL – Policies and Procedures
- At-Risk Student
- FERPA Training
- Mandatory Reporting
- NWEA Testing – What, When, and How to Use Results
- Learning Intentions/Success Criteria
- Interventions using MTSS
- Developing Questioning Techniques
- Using data to drive instruction

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X		

Personal Contact and Discussion	X		
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	As needed		
WIFI Hot Spot			
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			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*NA*	*NA*	*NA*	*NA*
1-3	*NA*	*NA*	*NA*	*NA*
4-6	*Direct Instruction (whole group, small group, individual); Learning Management System; Online Lessons*	*Big Blue Button; Canvas; StrongMind Curriculum*	*Daily formative assessments live within the online curriculum; teachers will also utilize daily formative assessment strategies during direct instruction to direct the lesson.*	*Summative assessments exist at the end of each lesson and unit Summative assessments will also be utilized by teachers at the end of their online direct instructional sessions.*
7-8	*Direct Instruction (whole group, small group, individual); Learning*	*Big Blue Button; Canvas; StrongMind Curriculum*	*Daily formative assessments live within the online curriculum; teachers will also utilize daily*	*Summative assessments exist at the end of each lesson and unit Summative assessments will also be*

			formative assessment strategies during direct instruction to direct the lesson.	utilized by teachers at the end of their online direct instructional sessions.
9-12	*Direct Instruction (whole group, small group, individual); Learning Management System; Online Lessons*	*Big Blue Button; Canvas; StrongMind Curriculum*	*Daily formative assessments live within the online curriculum; teachers will also utilize daily formative assessment strategies during direct instruction to direct the lesson.*	*Summative assessments exist at the end of each lesson and unit Summative assessments will also be utilized by teachers at the end of their online direct instructional sessions.*

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	*NA*	*NA*	*NA*	*NA*
1-3	*NA*	*NA*	*NA*	*NA*
4-6	*Direct Instruction (whole group, small group, individual); Learning Management System; Online Lessons*	*Big Blue Button; Canvas; StrongMind Curriculum*	*Daily formative assessments live within the online curriculum; teachers will also utilize daily formative assessment strategies during direct instruction to direct the lesson.*	*Summative assessments exist at the end of each lesson and unit Summative assessments will also be utilized by teachers at the end of their online direct instructional sessions.*
7-8	*Direct Instruction (whole group, small group, individual); Learning Management System; Online Lessons*	*Big Blue Button; Canvas; StrongMind Curriculum*	*Daily formative assessments live within the online curriculum; teachers will also utilize daily formative assessment strategies during direct instruction to direct the lesson.*	*Summative assessments exist at the end of each lesson and unit Summative assessments will also be utilized by teachers at the end of their online direct instructional sessions.*
9-12	*Direct Instruction (whole group, small group, individual); Learning Management System; Online Lessons*	*Big Blue Button; Canvas; StrongMind Curriculum*	*Daily formative assessments live within the online curriculum; teachers will also utilize daily formative assessment strategies during direct instruction to direct the lesson.*	*Summative assessments exist at the end of each lesson and unit Summative assessments will also be utilized by teachers at the end of their online direct instructional sessions.*

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	NA	NA	NA	NA
1-3	NA	NA	NA	NA
4-6	Direct Instruction (whole group, small group, individual); Learning Management System; Online Lessons	Big Blue Button; Canvas; StrongMind Curriculum	Daily formative assessments live within the online curriculum; teachers will also utilize daily formative assessment strategies during direct instruction to direct the lesson.	Summative assessments exist at the end of each lesson and unit Summative assessments will also be utilized by teachers at the end of their online direct instructional sessions.
7-8	Direct Instruction (whole group, small group, individual); Learning Management System; Online Lessons	Big Blue Button; Canvas; StrongMind Curriculum	Daily formative assessments live within the online curriculum; teachers will also utilize daily formative assessment strategies during direct instruction to direct the lesson.	Summative assessments exist at the end of each lesson and unit Summative assessments will also be utilized by teachers at the end of their online direct instructional sessions.
9-12	Direct Instruction (whole group, small group, individual); Learning Management System; Online Lessons	Big Blue Button; Canvas; StrongMind Curriculum	Daily formative assessments live within the online curriculum; teachers will also utilize daily formative assessment strategies during direct instruction to direct the lesson.	Summative assessments exist at the end of each lesson and unit Summative assessments will also be utilized by teachers at the end of their online direct instructional sessions.

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
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Kindergarten	NA	NA	NA	NA
1-3	NA	NA	NA	NA
4-6	Direct Instruction (whole group, small group, individual); Learning Management System; Online Lessons	Big Blue Button; Canvas; StrongMind Curriculum	Daily formative assessments live within the online curriculum; teachers will also utilize daily formative assessment strategies during direct instruction to direct the lesson.	Summative assessments exist at the end of each lesson and unit Summative assessments will also be utilized by teachers at the end of their online direct instructional sessions.
7-8	Direct Instruction (whole group, small group, individual); Learning Management System; Online Lessons	Big Blue Button; Canvas; StrongMind Curriculum	Daily formative assessments live within the online curriculum; teachers will also utilize daily formative assessment strategies during direct instruction to direct the lesson.	Summative assessments exist at the end of each lesson and unit Summative assessments will also be utilized by teachers at the end of their online direct instructional sessions.

9-12	Direct Instruction (whole group, small group, individual); Learning Management System; Online Lessons	Big Blue Button; Canvas; StrongMind Curriculum	Daily formative assessments live within the online curriculum; teachers will also utilize daily formative assessment strategies during direct instruction to direct the lesson.	Summative assessments exist at the end of each lesson and unit Summative assessments will also be utilized by teachers at the end of their online direct instructional sessions.

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.

    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
The release of records requesting special education, 504, and EL documentation are sent to the prior school within 24 hours of the student enrollment. Records received are reviewed to determine if the student received services at prior school. If services were received, a notification is sent to the special education team.	Registrar	As needed	Records requests sent to schools. Students are flagged in the school information system if the student received services at prior school. Email sent to special programs team.
The special education team reviews records received (MET and IEP), sends out appropriate notifications, and sets up additional evaluations if required if the MET has expired. If no additional evaluation is needed the special education team then provides the family	Special Education Teacher, Teachers, Administration	As needed	Meeting notifications, copies of student MET evaluation, IEP, special education teacher schedule, emails to legal guardians that include the Procedure Safeguards Notice

with the Procedures Safeguards Notice, sets up an IEP meeting with the legal guardian, student, teachers and LEA representative for the school. The IEP is reviewed/revised to fit the student's current needs in the school setting and proper services and/or accommodations are provided. Teachers are provided a copy of the accommodations the students are to receive. Accommodations are shared in a secure way with only teachers who serve the student. If the MET has expired, the legal guardian will be asked to provide his/her consent and the student will be evaluated either in-person or online. Results from the evaluation will then be shared with the Multidisciplinary Evaluation Team (MET), which consists of the student's legal guardian, local education agency representative, classroom teacher, psychologist, special education teacher, and any other needed personnel (i.e., speech therapist, occupational therapist, etc.). If it is determined by the MET that the student qualifies for special education services under the definition and guidelines of the IDEA, an Individualized Education Plan (IEP) will be written for the student, setting out specific goals, accommodations, services, and placement. The IEP must be reviewed at least annually or at the request of an IEP team member.			
Provision contracted services to students with private specialists to provide needed services for students requiring related services. Services include but are not limited to school psychologist,	Special Education Teacher, Administrator	As Needed	Billing, contracted services reports of student progression and attendance

speech therapy, and occupational therapy. Contracted services may be provided online or in-person, depending on the services required for the student.			
Special education teacher will meet with students online via Big Blue Button and the Learning Lab per IEP requirements and support student with needs to ensure needed growth.	Special Education Teacher	As Needed	Meeting invites, teacher lesson plans
Special education teacher meets with general education teachers to review students' progress, needs, and accommodation and/or modification support.	Teachers, Special Education Teacher	Monthly	Outlook meeting invites
45-Day Screenings are completed for all students within the first 45 days of a student enrolling in the school. Results are reviewed and proper state and IDEA required actions will be taken.	Teachers, Administration, Registrar	Within the first 45 days of enrollment	Copies of 45-Day Screenings in student folders
The online curriculum has been evaluated to ensure web accessibility standards.	StrongMind, Administration	As need	Website review
Special education document review of expiration dates will be done on a regular basis to ensure compliance. Files will also be reviewed on an annual basis to ensure compliance with IDEA and AZ requirements.	Special Education Teachers	Monthly/Yearly	Annual IEP meetings; additional evaluations scheduled for MET compliance

Process for Implementing Action Step

(See above.)

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
The release of records requesting special education, 504, and EL documentation are sent to the prior school within 24	Registrar	As needed	Records requests sent to schools. Students are flagged in the school information system if the student

hours of the student enrollment. Records received are reviewed to determine if the student received services at prior school. If services were received, a notification is sent to the EL Coordinator.			received services at prior school. Email sent to special programs team.
Migrant questions are asked to families at the time of enrollment. The Home Language Survey is also 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 at the school building.	Registrar	At enrollment	Filled out and filed Home Language Survey Forms; AZELLA Scores
Following legal guardian notification, 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.	EL Coordinator, Teachers, Administration	As needed/Daily	Copies of notifications; teacher lesson plans; teacher notes
Teachers will use the revised AZ 2019 English Language Proficiency Standards in lesson planning and will receive 100 minutes in a combination of targeted and integrated ELD instruction based on our school selected model via their online classroom or Learning Management System. Information will be also provided to legal guardians in their appropriate language.	EL Coordinator, Teachers, Administration	As needed/Daily	Copies of curriculum alignment to new standards; teacher plans to address ELD students; information sent home to families
Students will receive AZELLA testing in the spring.	EL Coordinator	Spring	AZELLA scores
VPA will provide interpreter services for legal guardians upon request.	EL Coordinator, Administration	As needed	Anecdotal evidence

Process for Implementing Action Step

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

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

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone				X	X
	Webcast				X	X
	Email/IM				X	X
	Other:				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
StrongMINDED social emotional learning (SEL) modules will be delivered to students through the online curriculum with unique content for grades 6-12. The autogenerated delivery of social emotional learning modules is accomplished through a sophisticated	Teacher	As Needed/Weekly	Example SEL activities built into the daily curriculum.

interface that analyzes student engagement, course activity and performance metrics.			
Social emotional learning literature will be provided to families via the school's website. Crisis Network support is also posted on the school website.	Administration	Monthly	Communications sent from school; https://www.primavera-online-high-school.com/students-parents/classroom-resources/ ; www.crisisnetwork.org ; https://www.primavera-online-high-school.com/students-parents/guidance-support/
All students are assigned guidance counselors to help support their academic and social/emotional learning. Counselors are readily available to students upon their request.	Administration	As needed	Communication from counselor to student; https://www.primavera-online-high-school.com/students-parents/classroom-resources/

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
Grades are determined by student performance on teacher-graded activities, computer-graded assignments, quizzes, exams within each course, observations/participation during in-person small group and individual instruction. Students may view their grade for each assignment through their grade book per course, found in the Learning Management System.	Student, Teacher	Daily/Weekly	Work submitted in the LMS by students graded by the teachers.
The promotion (advancing to the next grade) and retention (staying in the current grade) of students enrolled with Primavera is based on the degree of success the individual student achieves in completing the educational program designated to meet his/her needs.	Student, Legal Guardian, Teacher, Administration, School Board	As needed	End of year codes entered SIS for each student – "P" is "Promoted"; "R" is "Retained".

Students must earn their promotion to the next grade level by demonstrating mastery of the grade level's rigorous standards, as set forth by the Arizona State Board of Education. Decisions to retain a student are to be made by the classroom teacher, pursuant to A.R.S. §15-342(11). The school board may review the decision of a teacher to promote or retain a student upon request to do from the parent/guardian. The parent/student will have the burden of proof to overturn the teacher's decision and shall demonstrate to the school board that the student has mastered the academic standards adopted by the Arizona State Board of Education. If the school board overturns the decision to promote or retain the student, the school board shall adopt a written finding that the student has mastered the academic standards. All reviews by the school board shall be conducted in executive session unless the parent/guardian requests that the review be conducted in an open meeting.			
Notification to students and legal guardians regarding students' potential ineligibility to not promote includes daily views into the students' grades in the Learning Management System, emails and postal letters are sent to students endanger of failing each quarter from the administration, grades are reviewed by teachers and principal on a weekly basis and meetings are held with students and legal guardians to determine how to get the student back on the right path.	Teachers, Administration	As needed	Copies of emails; legal guardian views of the Learning Management System; copies of letters sent to families; notes in the school information system

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	*NA*	*NA*	*NA*
1-3	*NA*	*NA*	*NA*
4-6	*StrongMind powered by CenterPoint*	*Online*	*1st week of course, mid-term and final exams*
7-8	*StrongMind powered by CenterPoint*	*Online*	*1st week of course, mid-term and final exams*
9-12	*StrongMind powered by CenterPoint*	*Online*	*1st week of course, mid-term and final exams*

	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	*NA*	*NA*	*NA*
1-3	*NA*	*NA*	*NA*
4-6	*StrongMind powered by CenterPoint*	*Online*	*1st week of course, mid-term and final exams*
7-8	*StrongMind powered by CenterPoint*	*Online*	*1st week of course, mid-term and final exams*
9-12	*StrongMind powered by CenterPoint*	*Online*	*1st week of course, mid-term and final exams*

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.