

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:

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on <u>Edgenuity</u>, 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). 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed) 	<ol style="list-style-type: none"> 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	Bright Beginnings School, Inc.	Charter Holder Entity ID	4362
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Peggy French	
Representative Telephone Number		480-821-1404	
Representative E-Mail Address		pfrench@bbschl.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
Bright Beginnings School, #1	5550	078752101

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	270	Start Date for Distance Learning	8/3/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	120	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	150
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 type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input checked="" type="checkbox"/> 5. Other (Please explain below)		
	If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use: The intent is to begin the school year giving parents/students the option when in-person school resumes to either elect Distance Learning model or in-person model. Parents will only be allowed to make changes at each quarter.		

Since the school year begins on August 3, 2020, ALL students will be required to begin with Distance Learning, but after the governor lifts/modifies its executive order, those who elected in-person will begin on August 17th and those who choose to remain with DL may do so until the end of the quarter at which time a change can be made.

Is the charter requiring students to do distance learning?	Yes
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

**In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

Attendance Tracking (1.a.i, 1.i)

- a. Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently.

The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments completed and submitted by the student.
- A parent attestation of documentation of time spent on educational activities.

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Teachers and/or aides will take attendance daily both in	1. Classroom teachers and/or their classroom aide(s)	1. Daily: both morning and afternoon	1. Daily attendance slips (blue)

<p>the A.M. and P.M. using a blue AM/PM attendance slip.</p> <p>2. AM Attendance -- Each student will login to their homeroom at the start of the school day (8:30 a.m.) via their Team meeting invite. After each student is signed in, the teacher and/or aide will take morning attendance using the AM/PM attendance slip.</p> <p>3. PM Attendance – Each student will login to their homeroom after their lunch (P.M.) via their Team meeting invite. After each student is signed in, the teacher and/or aide will take afternoon attendance using the AM/PM attendance slip.</p> <p>4. Attendance Slips – Attendance slips will be turned into the office no later than 2 p.m. each Monday. DL slips will be distinguished by a different color than the regular white slips for in-person learning. Attendance will be entered into Schoolmaster each Monday afternoon for the prior week's attendance.</p>	<p>2. Classroom teachers and/or their classroom aide(s)</p> <p>3. Classroom teachers and/or their classroom aide(s)</p> <p>4. Classroom teachers and/or their classroom aide(s)</p>	<p>2. Daily: morning</p> <p>3. Daily: afternoon</p> <p>4. Daily: at the conclusion of each day</p>	<p>2. Daily (morning) attendance slips; SIS attendance summary reports</p> <p>3. Daily (afternoon) attendance slips; SIS attendance summary reports</p> <p>4. Daily morning and afternoon attendance slips; SIS attendance summary reports</p>
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<p>5. Student work – Students will be provided with daily/weekly work that is designed to take anywhere from 2-5 hours depending on grade level to be completed independently which will count towards the required daily instructional minutes. Teachers/aides will be available to answer questions and support student work.</p> <p>6. Parents will be given a Daily Time Log and will be required to record student work time daily. This log will be signed by the parent and turned in each week.</p> <p>7. Classwork completion will be evidenced by entry into teacher gradebook; thus, providing additional documentation and accountability for student attendance.</p>	<p>5. Classroom teachers and/or their classroom aide(s) to create and assemble packets as well as monitor the distribution of student materials</p> <p>6. Administration, office staff and teachers/aides. Parents are responsible to accurately complete and sign activity logs.</p> <p>7. Classroom teacher/aide</p>	<p>5. Weekly: packets will be created and distributed the week of scheduled instruction</p> <p>6. Weekly</p> <p>7. Weekly</p>	<p>5. A copy of weekly packet materials will be archived in either electronic or paper format (available for review)</p> <p>6. Copies of signed Daily Time Logs will be archived electronically and/or in paper format (available for review)</p> <p>7. Paper or electronic copies of classroom teacher gradebooks; and/or detailed grade reports detailing individual student work/grades</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.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. For the first two weeks of school Daily: K-2 students live stream instruction with their classroom teacher once daily; Grades 3-6 live stream	1. Classroom Teachers	1. First two weeks of school K-2: live stream contact once daily; 3-6 live stream contact twice daily;	1. Teacher virtual learner attendance logs, archived recording of live stream classes

<p>instruction with their teachers twice daily; Teachers may live stream additional interactions as needed. Thereafter, live stream instruction will follow a typical daily schedule for all grades.</p> <p>2. Asynchronous students will be provided weekly contact with their teacher using one of three approved methods: visual (MS Teams), phone call, or email.</p> <p>3. School-wide Email and Newsletters</p>	<p>2. Classroom Teachers</p> <p>3. Administration/Teachers/Aides</p>	<p>2. Minimally once a week</p> <p>3. Minimally once a week</p>	<p>2. Teacher contact log (phone and/or MS Teams); archived email exchanges</p> <p>3. Copies of Emails, Letters, Newsletters</p>
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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
<p>1. Teachers are expected to be on-site unless circumstances require other accommodations (e.g., COVID-related self-quarantine; symptomatic, etc.)</p> <p>2. Teachers will be logged on to MS Teams for scheduled class meetings (whether on-site or remotely due to mitigation protocols)</p>	<p>Classroom teachers/aides are responsible for meeting Action Steps 1-4</p>	<p>Daily: Minimum of one live MS Teams classroom meeting for students in grades K-2; and twice daily for students in grades 4-6.</p>	<ul style="list-style-type: none"> • Daily teacher attendance • Lesson plans • MS Teams session recording(s) • Completion of student online assignments

<p>3. Teachers will be available via MS Teams to remote learners during independent learning blocks; and,</p> <p>4. Teachers will log back on to MS Teams for group meetings/instruction</p>			
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b. Describe commitments on delivery of employee support services including but not limited to:

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Re-Opening Task Force has developed policies for all staff members</p> <p>2. FAQ document summarizing “what-if” scenarios has been developed regarding COVID and will be distributed and addressed during return-to-work sessions</p> <p>3. Administrative staff will maintain communication with all staff through in-person conversations (if appropriate), email, telephone, text, or video calls as needed.</p>	<p>1. Re-Opening Task Force / Administration</p> <p>2. Re-Opening Task Force / Administration</p> <p>3. Re-Opening Task Force / Administration</p>	<p>1. Communication can be fluid based on announcements from the state</p> <p>2. On an “as-needed” basis</p> <p>3. Administrative staff will check-in with staff members at a minimum weekly</p>	<ul style="list-style-type: none"> • FAQ/policy document(s); and/or • Emails exchanges; and/or • Telephone, text, MS Team logs • FAQ information will also be placed on the website

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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1. Employees will be trained using Microsoft Teams for Education	1. Joey Sawyer (IT) and Zeinab Hassan (Teacher)	1. Training will begin the first week staff returns (July 28 thru 30)	1. Teacher sign in sheets (electronic sign-in verification may be in the form of an email should the attendee(s) be participating remotely) 2. Session tests/participant response documents on Microsoft Teams
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List Specific Professional Development Topics That Will Be Covered

- Full use of Microsoft Teams Education
- Trained how to issue students personal logon
- Management of MS Teams classroom
- Management of assignments to students
- Management of working within small groups – creating small meeting classes
- Teachers are trained on All Things EQ (SEL Training)

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			
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		X	X
24/7 Support			X
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	Direct Instruction with student-led project-based activities and artifacts	Math In-Focus	<ul style="list-style-type: none"> • Assignments • Quizzes • Homework • Projects 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Easy CBM Math Benchmark Assessments
<i>1-3</i>	Direct Instruction with student-led project-based activities and artifacts	Math In-Focus	<ul style="list-style-type: none"> • Assignments • Quizzes • Homework • Projects 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Easy CBM Math Benchmark Assessments • AzM2 Math (3-6)
<i>4-6</i>	Direct Instruction with student-led project-based activities and artifacts	Math In-Focus	<ul style="list-style-type: none"> • Assignments • Quizzes • Homework • Projects 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Easy CBM Math Benchmark Assessments • AzM2 Math (3-6)
<i>7-8</i>	N/A	N/A	N/A	N/A
<i>9-12</i>	N/A	N/A	N/A	N/A

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	Direct Instruction with student-led project-based activities and artifacts	Journeys	<ul style="list-style-type: none"> • Assignments • Quizzes • Homework • Projects 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Easy CBM Reading Benchmark Assessments • DIBELS Assessment
<i>1-3</i>	Direct Instruction with student-led project-based activities and artifacts	Journeys	<ul style="list-style-type: none"> • Assignments • Quizzes • Homework • Projects 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Easy CBM Reading Benchmark Assessments

				<ul style="list-style-type: none"> • DIBELS Assessment • AzM2 ELA (3-6)
4-6	Direct Instruction with student-led project-based activities and artifacts	Teacher-Created Literature-Based ELA (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Assignments • Quizzes • Homework • Projects 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Easy CBM Reading Benchmark Assessments • DIBELS Assessment • AzM2 ELA (3-6)
7-8	N/A	N/A	N/A	N/A
9-12	N/A	N/A	N/A	N/A

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	Direct Instruction with student-led project-based activities and artifacts	Teacher-Created Science & STEM-Based Lessons (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Homework • Experiments/Labs • Quizzes • Tests • Projects 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects
1-3	Direct Instruction with student-led project-based activities and artifacts	Teacher-Created Science & STEM-Based Lessons (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Homework • Experiments/Labs • Quizzes • Tests 2. Projects 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects
4-6	Direct Instruction with student-led project-based activities and artifacts	Teacher-Created Science & STEM-Based Lessons (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Homework • Experiments/Labs • Quizzes • Tests • Projects 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • AIMS Science Assessment (Grade 4)
7-8	N/A	N/A	N/A	N/A
9-12	N/A	N/A	N/A	N/A

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	Direct Instruction with student-led project-based activities and artifacts	Teacher-Created Social Studies lessons and other elective topics (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Homework • Experiments/Labs • Quizzes • Tests • Projects & Artifacts 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Performances/Displays
<i>1-3</i>	Direct Instruction with student-led project-based activities and artifacts	Teacher-Created Social Studies lessons and other elective topics (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Homework • Experiments/Labs • Quizzes • Tests • Projects & Artifacts 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Performances/Displays
<i>4-6</i>	Direct Instruction with student-led project-based activities and artifacts	Teacher-Created Social Studies lessons and other elective topics (aligned with Arizona Academic Standards)	<ul style="list-style-type: none"> • Homework • Experiments/Labs • Quizzes • Tests • Projects & Artifacts 	<ul style="list-style-type: none"> • Unit Tests • Unit Culminating Projects • Performances/Displays
<i>7-8</i>	N/A	N/A	N/A	N/A
<i>9-12</i>	N/A	N/A	N/A	N/A

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
Advanced Therapy Solutions – Speech Integrated Educational Services	1. Penny Leideker 2. Nona Jayne Shaw	As needed per IEP & evaluations	Progress notes/log filed from virtual team meetings
Process for Implementing Action Step			
Bright Beginnings has contracted with the vendors listed above for approximately 10 years. They integrated their virtual services during last year's closure and met with each student in accordance to their IEP and/or need(s). The expectation is to service and complete progress notes and document into each student's file.			

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
Advanced Therapy Solutions – Speech Integrated Educational Services	1. Penny Leideker 2. Nona Jayne Shaw	As needed per AZELLA and/or other evaluations	Progress notes/log filed from virtual team meetings
Process for Implementing Action Step			
Bright Beginnings currently has no students meeting the criteria for English Learner (EL). However, in the event a student enrolls and does meet the EL criteria, the school has contracted with the vendors listed above (SWD) for approximately 10 years. They have integrated their virtual services during last year's closure and met with each student and classroom teacher(s) in accordance to their EL plan. The expectation is to service and complete progress notes and document into each student's file.			

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				N/A	N/A
	Packet of Social and Emotional Topics	X	X	X	X (6)	N/A
	Online Social Emotional videos	X	X	X	X (6)	N/A
	Parent Training				N/A	N/A
	Other: Grade 4-6 receive addition 30 mins week				N/A	N/A

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person				N/A	N/A
	Phone				N/A	N/A
	Webcast				N/A	N/A
	Email/IM				N/A	N/A
	Other: Refer to outside social service agencies	X	X	X	X (6)	N/A

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. All Things EQ: All Things E.Q. is a Social Emotional Program that creates a positive school-wide culture that can be seen, felt and heard on campus.	1. Danna Evans 2. Classroom teachers	1. Weekly 2. As Needed	1. Videos, pamphlets, strategies sent via email to distribute to students

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. Students will be required to demonstrate content mastery/proficiency consistent with the school's instructional philosophy and methodologies.	1. Classroom Teacher	1. Daily, weekly, monthly (when appropriate)	1. Teacher lesson plans and grade books
2. Students will demonstrate mastery/proficiency through classroom assignments, quizzes, test, projects, labs, performances, and other artifacts.	2. Classroom Teacher	2. Daily, weekly, monthly (when appropriate and dependent on assessment type: formative v summative)	2. Teacher lesson plans, gradebooks, copies of assignments, quizzes, tests, projects, labs, etc. (Sample of student work when practical)
3. The University of Oregon's easyCBM benchmark assessment data will serve as an additional measure for evaluating each student performance level (both at grade level and academic growth)	3. Classroom Teacher & Administrative Staff	3. Administered and data reviewed at the Start-of-Year (SOY), Middle-of-Year (MOY), and End-of-Year (EOY)	3. Benchmark assessment calendar; and, benchmark assessment reports and other data

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	easyCBM Math (Curriculum Based Measures / University of Oregon)	1. Students will be assessed online 2. Younger students will have the online assessment facilitated via	Baseline (SOY): Sep 8-18, 2020 Benchmark #1 (MOY): Dec 7-17, 2020 Benchmark #2 (EOY): May 3-14, 2021

		MS Teams by their classroom teacher (e.g. K-3)	
1-3	easyCBM Math (Curriculum Based Measures / University of Oregon)	1. Students will be assessed online 2. Younger students will have the online assessment facilitated via MS Teams by their classroom teacher (e.g. K-3)	Baseline (SOY): Sep 8-18, 2020 Benchmark #1 (MOY): Dec 7-17, 2020 Benchmark #2 (EOY): May 3-14, 2021
4-6	easyCBM Math (Curriculum Based Measures / University of Oregon)	1. Students will be assessed online	Baseline (SOY): Sep 8-18, 2020 Benchmark #1 (MOY): Dec 7-17, 2020 Benchmark #2 (EOY): May 3-14, 2021
7-8	N/A	N/A	N/A
9-12	N/A	N/A	N/A

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
Kindergarten	easyCBM Reading (Curriculum Based Measures / University of Oregon)	1. Students will be assessed online Younger students will have the online assessment facilitated via MS Teams by their classroom teacher (e.g. K-3)	Baseline (SOY): Sep 8-18, 2020 Benchmark #1 (MOY): Dec 7-17, 2020 Benchmark #2 (EOY): May 3-14, 2021
1-3	easyCBM Reading (Curriculum Based Measures / University of Oregon)	1. Students will be assessed online Younger students will have the online assessment facilitated via MS Teams by their classroom teacher (e.g. K-3)	Baseline (SOY): Sep 8-18, 2020 Benchmark #1 (MOY): Dec 7-17, 2020 Benchmark #2 (EOY): May 3-14, 2021
4-6	easyCBM Reading (Curriculum Based Measures / University of Oregon)	1. Students will be assessed online Younger students will have the online assessment facilitated via MS Teams by their classroom teacher (e.g. K-3)	Baseline (SOY): Sep 8-18, 2020 Benchmark #1 (MOY): Dec 7-17, 2020 Benchmark #2 (EOY): May 3-14, 2021
7-8	N/A	N/A	N/A

9-12	N/A	N/A	N/A
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Optional: Describe how the school will administer benchmark assessments (use if the school wishes to provide information in addition to the table above)

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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.

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