

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

Charter Holder Information

Charter Holder Name	Prescott Valley Charter School	Charter Holder Entity ID	88317
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Monika Fuller		
Representative Telephone Number	623-687-8351		
Representative E-Mail Address	mfuller@pvschool.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
Prescott Valley School	80004	07-85-16-002

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	352	Start Date for Distance Learning	8/3/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	40	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	312
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:	
We intend to operate distance learning for all students beginning 8/3/2020, our originally planned first day of school. We will then open for on campus in-person learning as soon as the health dept benchmarks allow us to. At that time, we will also continue to provide a distance learning option for families that prefer to continue with distance through the end of the 2021 school year. Online students will have the option to transition back to campus at the end of each instructional quarter, if or when they are ready.	

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/>

Distance Learning Plan Template 2020-2021

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
<p>a. Teachers will initiate a Google Meets Meeting twice per day; once in the AM and once in the PM to conduct attendance and check in with all students; if it is a shortened day attendance will be taken once per day.</p> <p>b. A second criteria for attendance will be based on work completion, for students working outside of the daily Google Meets schedule</p> <p>c. The final criteria for attendance, if necessary, will be a completed parent log documenting time spent on educational activities outside of the LIVE classroom</p> <p>1. Teachers have been trained on the attendance procedures as of 7/28/2020</p> <p>2. Instructional schedules have been developed to schedule the AM and PM check in times for all grade levels as of 7/30/2020</p> <p>3. A digital form will be created for the parent log and disseminated to all teachers and pushed out to parents via Google Classroom by 8/3/2020 (first day of school)</p> <p>4. Teachers have been trained on Google Classroom attendance</p>	<p>a. Homeroom Teacher b. Homeroom Teacher c. Homeroom Teacher</p> <p>1. Administration/Director/External Google Trainer 2. Homeroom Teacher and approved by Director 3. Administration will develop forms and disseminate to all teachers to sent to parents when needed 4. Administration/Director/External Google Trainer</p>	<p>a. Daily b. Daily/Weekly c. Weekly, or as needed</p> <p>1. Completed on 7/28/2020 2. Completed on 7/30/2020 3. By 8/3/2020 4. Ongoing, training as support needs come up, initial training completed 7/28/2020</p>	<p>a. Google Meets log AM/PM b. Gradebook grades showing work completed d. Attendance log signed/completed by parent</p> <p>1. Sign in sheet/agenda 2. Copy of instructional schedules 3. Copy of digital form 4. Sign in sheets from trainings</p>

Distance Learning Plan Template 2020-2021

procedures and use of digital forms as of 7/28/2020			
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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
<ul style="list-style-type: none"> a. Daily AM/PM live check in meetings b. Phone or email to parents/students c. SchoolMessenger messages (phone, email to whole school or whole grade level) d. School counselor check ins for students struggling for SEL reasons 	<ul style="list-style-type: none"> a. Homeroom Teacher b. Homeroom Teacher c. Homeroom Teacher d. Counselor/Principal 	<ul style="list-style-type: none"> a. Daily b. As needed, ongoing c. As needed, ongoing d. As needed, ongoing <p>*If a child missed more than 2 days in one week the counselor or principal will contact the parent/student directly</p>	<ul style="list-style-type: none"> a. Google Meets log b. Contact log c. Contact log d. Report of messages sent, received, and listened to <ul style="list-style-type: none"> • Counselor’s contact log/Principal’s contact log

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
<ul style="list-style-type: none"> a. Daily meetings and LIVE sessions/lessons are being completed on time and as scheduled b. Students are being made accountable for work completion/grades, and attendance c. Lesson plans/pacing guides are being maintained d. Evidence of quality instruction and rigor is being maintained, as well as differentiated instruction for all subgroups as needed e. Assessment data is being collected to ensure progress is being made 	<ul style="list-style-type: none"> a. Homeroom/Content Area Teacher b. Homeroom Teacher/Content Area Teacher c. Homeroom teacher will be observed by grade level lead or administrator weekly d. Homeroom teacher will be observed by grade level lead or administrator weekly e. Homeroom Teacher will be required to provide assessment data to Academic Director as outlined in pacing guide, and local assessment calendar f. Homeroom Teacher/Special Education Teacher/ELL Teacher 	<ul style="list-style-type: none"> a. Daily b. Daily c. Weekly/Quarterly d. Weekly e. As scheduled on pacing guide and assessment calendar f. As needed, ongoing and based on assessment data 	<ul style="list-style-type: none"> a. Pre-recorded lessons, recorded LIVE sessions and weekly feedback forms b. Gradebook entries up to date when checked, attendance completed in Schoolmaster c. Copies of lesson plans and pacing guides d. Weekly through virtual observations and drop-ins on LIVE sessions documented on feedback forms e. Exit tickets daily/Mid and End of Quarter Assessments/Benchmark Assessments/Running records/Teacher Observation Feedback Forms

Distance Learning Plan Template 2020-2021

f. Tutoring/small group LIVE meetings to support struggling learners as needed	supports will be documented on a log or pull out schedule		f. Schedules for pull-out and small group sessions, logs for each session, google meets log/video for attendance
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- 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. Employees have been surveyed once for SEL needs as of 7/27/2020, and will be surveyed monthly to facilitate support groups focused on SEL needs to ensure supports are in place 2. Employees will all attend a session on policies and procedures related to COVID regulations before in-person school begins 3. Employees working virtually, or off campus will sign a tele-work expectations form provided by legal counsel 4. Employees working on campus will sign a liability waiver provided by legal counsel 5. Every Monday will be a late start morning to allow for weekly staff meetings with administration or grade band leads to assess ongoing needs to support staff and the distance learning model	1. Director/External Counselor secured for staff support only (different from our on-campus school-based counselor) 2. Director will provide training on board approved mitigation plan and other new policies 3. Director will ensure applicable employees sign the form 4. Director will ensure applicable employees sign the form 5. Director will work with grade level leads to ensure Monday meetings have an agenda and minutes are taken to ensure needs can be met as presented	1. Monthly 2. Once at start of school year, and as new hires are placed 3. As needed 4. As needed 5. Weekly	1. Survey data 2. Policy acknowledgement Forms 3. Signed Tele-work forms 4. Signed waiver forms 5. Sign in sheets or log from meets if virtual

6. 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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Distance Learning Plan Template 2020-2021

<p>1. To date, this summer’s development has all been provided virtually via Meets or Zoom to allow for social distancing. We will continue to do this every Monday as professional development needs arise based on issues observed in the LIVE classroom or otherwise. Google training is set to continue into the fall as needed based on teacher needs to ensure all teachers are proficient users</p>	<p>Director will lead all professional development needs, which will be job embedded based on the individual needs of each teacher</p>	<p>Summer session trainings 2020 Ongoing, monthly, or semi-monthly sessions will be planned as needed</p>	<p>Sign in sheets Virtual PD logs Video PD sessions Agendas</p>
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List Specific Professional Development Topics That Will Be Covered

<p>Google Classroom K-8; various topics to lead to user proficiency with the google suite CKLA Language Arts K-5 Digital Resources Amplify Science 6-8 Digital Resources MobyMax K-5 Digital Resource Lexia Reading K-8 Link IT – assessment bank, data warehouse, developing common assessments K-8 DIBELS K-6 Universal Design for Learning Training Differentiating instruction in a digital classroom</p>

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: all staff/teachers are issued a laptop/desktop		X	X
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours			
Extended Weekday Hours			
24/7 Support	X	X	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>

Distance Learning Plan Template 2020-2021

K-2	<i>Google Classroom LIVE Sessions, pre-recorded lessons, and small group sessions</i>	Core: <i>Eureka Math</i> Supplemental: <i>Khan Academy, Zearn, Moby Max</i>	<i>Daily Exit Ticket or end of topic quiz, 1:1 assessment with teacher, check for understanding whole group LIVE</i>	<i>mid/end of module assessments</i> <i>Link It Unit assessments</i>
3-5	<i>Google Classroom LIVE Sessions, pre-recorded lessons, and small group sessions</i>	Core: <i>Eureka Math</i> Supplemental: <i>Khan Academy, Zearn, Moby Max</i>	<i>Daily Exit Ticket or end of topic quiz, 1:1 assessment with teacher, check for understanding whole group LIVE</i>	<i>mid/end of module assessments</i> <i>Link It Unit assessments</i>
6-8	<i>Google Classroom LIVE Sessions, pre-recorded lessons, and small group sessions</i>	Core: <i>Eureka Math</i> Supplemental: <i>Khan Academy, Zearn, Moby Max</i>	<i>Daily Exit Ticket or end of topic quiz, 1:1 assessment with teacher, check for understanding whole group LIVE</i>	<i>mid/end of module assessments</i> <i>Link It Unit assessments</i>

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>
K-2	<i>Google Classroom LIVE Sessions, pre-recorded lessons, and small group sessions</i>	Core: <i>CKLA/Amplify</i> Supplemental: <i>Lexia Reading, Seeing Stars, Read Theory, ReadWorks, MobyMax</i>	<i>Daily Exit Ticket, or 1:1 assessment with teacher, or check for understanding whole group LIVE, pausing point assessments</i>	<i>mid/end of module assessments</i> <i>Link It Unit assessments</i>
3-5	<i>Google Classroom LIVE Sessions, pre-recorded lessons, and small group sessions</i>	Core: <i>CKLA/Amplify</i> Supplemental: <i>Lexia Reading, Seeing Stars, Read Theory, ReadWorks, MobyMax</i>	<i>Daily Exit Ticket, or 1:1 assessment with teacher, or check for understanding whole group LIVE, pausing point assessments</i>	<i>mid/end of module assessments</i> <i>Link It Unit assessments</i>
6-8	<i>Google Classroom LIVE Sessions, pre-recorded lessons, and small group sessions</i>	Core: <i>EL Education ELA</i> Supplemental: <i>Lexia Reading, Seeing Stars, Read Theory, ReadWorks, MobyMax</i>	<i>Daily Exit Ticket or end of lesson quiz, or 1:1 assessment with teacher, or</i>	<i>mid/end of module assessments</i> <i>Link It Unit assessments</i>

			<i>check for understanding whole group LIVE</i>	
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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>K-2</i>	<i>Google Classroom LIVE Sessions, pre-recorded lessons, and small group sessions</i>	<i>Core: CKLA Domains Supplemental: Moby Max, Mystery Science</i>	<i>Daily Exit Ticket, or 1:1 assessment with teacher, or check for understanding whole group LIVE, pausing point assessments</i>	<i>End of domain assessments</i>
<i>3-5</i>	<i>Google Classroom LIVE Sessions, pre-recorded lessons, and small group sessions</i>	<i>Core: CKLA Domains Supplemental: Moby Max, Mystery Science</i>	<i>Daily Exit Ticket, or 1:1 assessment with teacher, or check for understanding whole group LIVE, pausing point assessments</i>	<i>End of domain assessments</i>
<i>6-8</i>	<i>Google Classroom LIVE Sessions, pre-recorded lessons, and small group sessions</i>	<i>Amplify Science Digital Supplemental: FOSS Science</i>	<i>Daily Exit Ticket or end of topic quiz, or 1:1 assessment with teacher, or check for understanding whole group LIVE</i>	<i>mid/end of module assessments Unit assessments teacher created</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Social Studies/Civics)				
	<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>K-2</i>	<i>Google Classroom LIVE Sessions, pre-recorded lessons, and small group sessions</i>	<i>Core: CKLA Domains Supplemental: Moby Max</i>	<i>Daily Exit Ticket, or 1:1 assessment with teacher, or check for understanding whole group LIVE, pausing point assessments</i>	<i>End of domain assessments</i>
<i>3-5</i>	<i>Google Classroom LIVE Sessions, pre-recorded</i>	<i>Core: CKLA Domains Supplemental: Moby Max</i>	<i>Daily Exit Ticket, or 1:1 assessment with teacher, or check for understanding</i>	<i>End of domain assessments</i>

	<i>lessons, and small group sessions</i>		<i>whole group LIVE, pausing point assessments</i>	
6-8	<i>Google Classroom LIVE Sessions, pre-recorded lessons, and small group sessions</i>	<i>EL Education and Civics teacher created lessons aligned to state standards</i>	<i>Daily Exit Ticket or end of topic quiz, or 1:1 assessment with teacher, or check for understanding whole group LIVE</i>	<i>mid/end of module assessments</i>

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
a. A schedule for special education supplemental and related support services has been developed b. All Resource and Therapy Sessions will be LIVE via Google Meets. In person services will be available after 8/17 is parents prefer a face to face model for these supports	a. Special Education Director, Special Education Teacher	a. Daily and Weekly as needed by student IEP, 504, etc	a. Copy of schedules b. Attendance logs/sign in sheets c. Provider invoices

Process for Implementing Action Step

Distance Learning Plan Template 2020-2021

This will run just as it does on campus except it will be virtually in the LIVE google classroom to ensure small group and one-on-one related services can be provided as required by IDEA and state/federal laws. Therapy services such as OT, PT, Speech, etc will be offered face to face on campus, as well as virtually based on the child/parent's preference. Transportation will be provided for face to face services if needed. Resource services will be conducted solely in the online format until the Governor deems, we can return to campus, and when the parent decides that it is safe for their child to return to campus. The special education director, and academic director will oversee compliance related to services and progress of students with disabilities. These sessions will be pre-scheduled to ensure everyone is in attendance and be conducted during non-core instructional times.

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
a. A schedule for ELL supplemental support services will be developed b. Sessions will be LIVE via Google Meets	ELL Teacher/ELL Coordinator	2-3 times per week depending on proficiency level	Sign in logs, attendance log Copy of schedule

Process for Implementing Action Step

The ELL Coordinator is also the ELL Teacher at our school. She will develop a schedule to support the needs of ELs in consult with the Director. ELL students will be seen virtually by the ELL Teacher at least 2-3 times per week based on their proficiency level in a LIVE Google Meets classroom. These sessions will be pre-scheduled to ensure everyone is in attendance and be conducted during non-core instructional times.

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	x	x	n/a
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	x	x	x	x	n/a
	Parent Training					
	Other: Parent Newsletters on How to support SEL at home	x	x	x	x	

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	x	x	x	x	n/a
	Phone	x	x	x	x	n/a
	Webcast	x	x	x	x	n/a
	Email/IM					
	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
PE teachers and the school counselor will provide LIVE or pre-recorded Positive Action (SEL Curriculum) lessons, with a video or digital reflection at least weekly	Principal, School Counselor, PE Teachers	At a minimum weekly	Pre-recorded videos Master schedule Survey data

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
PVS will use content area quizzes, end of domain/unit assessments, Lexia Reading data, and mid/end of module assessments that align with the standards to ensure ongoing mastery and to drive reteach needs, develop reteach plans as needed throughout the year to ensure students are reaching mastery	Homeroom/Content Area Teachers, Director, Academic Director, Principal	Ongoing after each lesson, unit, module	Gradebook entries Analysis of data in PLCs Lexia reports

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)			
	<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>
K-2	Math Link-It	All administered Online, monitored by teacher via Google Meets	<ol style="list-style-type: none"> 1. Within 4-6 weeks of starting school 2. Every 6 weeks, ongoing throughout year 3. End of year
3-5	Math Link-It	All administered Online, monitored by teacher via Google Meets	<ol style="list-style-type: none"> 1. Within 4-6 weeks of starting school 2. Every 6 weeks, ongoing throughout year 3. End of year
6-8	Math Link-It	All administered Online, monitored by teacher via Google Meets	<ol style="list-style-type: none"> 1. Within 4-6 weeks of starting school 2. Every 6 weeks, ongoing throughout year 3. End of year

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>
K-2	ELA Link-It DIBELS Oral Reading Fluency Lexia Reading School Created Writing Benchmark (2 nd grade only – 3 times per year)	All administered Online, monitored by teacher via Google Meets DIBELS in-person by appointment	<ol style="list-style-type: none"> 1. Within 4-6 weeks of starting school 2. Every 6 weeks, ongoing throughout year 3. DIBELS mid-year 4. End of year
3-5	ELA Link-It DIBELS Oral Reading Fluency	All administered Online, monitored by teacher via Google Meets	<ol style="list-style-type: none"> 1. Within 4-6 weeks of starting school

	<i>Lexia Reading School Created Writing Benchmark (3 times per year)</i>	<i>DIBELS in-person by appointment</i>	<ol style="list-style-type: none"> 2. <i>Every 6 weeks, ongoing throughout year</i> 3. <i>DIBELS mid-year</i> 4. <i>End of year</i>
6-8	<i>ELA Link-It DIBELS Oral Reading Fluency Lexia Reading School Created Writing Benchmark (3 times per year)</i>	<i>All administered Online, monitored by teacher via Google Meets DIBELS in-person by appointment (6th only)</i>	<ol style="list-style-type: none"> 1. <i>Within 4-6 weeks of starting school</i> 2. <i>Every 6 weeks, ongoing throughout year</i> 3. <i>DIBELS mid-year</i> 4. <i>End of year</i>

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

Additional Information (Optional)

The charter school may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.