

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:

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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 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). 	<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	Imagine Schools -- Arizona	Charter Holder Entity ID	
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Dr. Karen Benson, Imagine Schools Regional Academic Director Dr. Brad Uchacz, Imagine Schools Executive Vice President, Charter Representative Mr. Monte Lange, Imagine Schools Executive Vice President, Charter Representative	
Representative Telephone Number		(480) 355-0502	
Representative E-Mail Address		Karen.Benson@imageschools.org Bradford.Uchacz@imageschools.org Monte.Lange@imageschools.org	

School Information

**In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

SEE APPENDIX A FOR COMPLETE LIST OF ALL CHARTERS IN IMAGINE SCHOOLS-AZ NETWORK

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	See Appendix B	Start Date for Distance Learning	August 5, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	See Appendix B	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	See Appendix B
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:			
<p>We intend to offer remote only instruction until September 4th (as of the time of submission). In August, we will allow our families to choose their preferred instructional platform for students to continue their learning beyond September 4th. Instructional models our families can select include: in-person/traditional instruction, full time online/remote instruction, or a hybrid model that blends on-line learning and in-person instruction (offered at some of our campuses). With such an important choice to make, we will provide additional information in the selection letter to allow families a complete understanding of each model prior to their decision making.</p>			

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. Create a Remote Learning Attendance Policy. 2. Provide communication on attendance policy to stakeholders (school staff, students and parents).	1. Imagine Schools Regional Compliance Coordinator and Regional Directors 2. Imagine Schools Regional Compliance Coordinators and Regional Directors	1. July 2020, revisions will be made as needed 2. July 2020, revised communications as needed	1. Imagine Schools-AZ Remote Learning Attendance Policy 2. July 31 st Family Letter and Staff procedures for student attendance

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. Per the Imagine Schools Remote Learning Attendance Policy, daily calls will be made to parents of students that are not in attendance. 2. Imagine teachers will make contact with families on a regular basis through phone calls, emails, and web conferencing. They will take attendance for all synchronous sessions for participation purposes.	1. School Registrars 2. Imagine Teachers and School Leaders	1. Daily 2. Daily	1. School Messenger communication system logs 2. Attendance records within PowerSchool-Student Information System

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
Imagine Schools has developed telework policies for each employee that will be working remotely/virtually. A link to policies is located below. Imagine AZ Telework Policy-July2020	Imagine Southwest Group Human Resources Department and School Leaders	Imagine Southwest Group COVID policies, including telework, were adopted on July 17 in consultation with the law firm of Osborn-Maledon. Updates to the policy will be made as necessary per federal and state mandates.	Each employee who is working remotely has signed the Telework Agreement prior to starting the work assignment and submitted it to the Human Resource office. Imagine AZ Telework Policy-July2020

b. Describe commitments on delivery of employee support services including but not limited to:

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- *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
Develop Imagine COVID-19 Employee Policies that include the following: <ul style="list-style-type: none"> • COVID 19 Sick Leave • Health Screening • Social Distancing • Face Masks • Action Steps for Exposure • Reopening Checklist 	Imagine Southwest Group Human Resource Department and Regional Directors	Imagine Southwest Group COVID policies adopted on July 17 in consultation with the law firm of Osborn-Maledon. Updates to these policies will be made as necessary per federal and state mandates.	Policies are available at this link: Imagine Schools-AZ COVID HR Policies Schools are implementing policies which are being supported and monitored by the Imagine Southwest Group Regional Office.
Provide training and professional development to all Imagine Schools-AZ employees on Imagine-AZ Employee COVID policies and review of benefits package of Imagine Schools-including Employee Assistance Program.	Imagine Southwest Group Human Resources Department and School Leaders	July/August 2020 and upon employee hiring as part of onboarding	Policies outlined in our action steps are signed by each employee of Imagine Schools. A sample Imagine Employee Acknowledgement Form can be found in the link below: Imagine Schools-AZ COVID Policies Employee Acknowledgement Form
Regular communication of support services and related information will be provided to all employees through staff meetings and written communication.	Imagine Schools Principals	Ongoing throughout the school year	Meeting agendas and minutes Written communication examples

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

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop a PD Plan to include opportunities for teachers and leaders to learn about the areas of focus, listed below. 2. Share PD plan with all teachers and leaders. 3. Create and provide opportunities for teachers to learn about each area. 	<ol style="list-style-type: none"> 1. Regional Academic Directors in concert with Regional Directors, Site Based Academic Coaches, School Leaders, and Distance Learning Subcommittee 2. Regional Academic Directors 3. Regional Academic Directors, Site Based Academic Coaches, and School Leaders 	<ol style="list-style-type: none"> 1. June and July development 2. Back to School Forum/PD – July 30, 2020 3. Monthly throughout the year 	<ol style="list-style-type: none"> 1. Evidence Based Recommendation documents, Pacing Guides, and Guidelines for Remote Learning documents (Academics and Teaching Character/SEL) 2. Back to School Forum/PD agenda – July 30, 2020 3. Attendance sheets from Professional Development opportunities, Anecdotal feedback from leaders and site academic coaches

List Specific Professional Development Topics That Will Be Covered

5 areas of focus for Professional Development (2020-21) include:

- Evidence Based Recommendations for core content areas (including instructional practices, curriculum resources, and pacing guides)
- Best instructional practices for teaching remotely
- How to best support the SEL needs of our students
- Using formative assessment successfully, and
- Successfully onboarding to Schoology (our Learning Management System)

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	X	X
Personal Contact and Discussion		X	X
Needs Assessment-Available data			

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

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

To ensure compliance, we've completed the template in the boxes provided – merging cells to save space when sharing information that is consistent across grade levels.

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>
Kindergarten	Schoology, our Learning Management System (LMS), provides a uniform platform for our teachers to create, store and share digital content, K-12.	Teachers will serve as creators of content -- using quality instructional resources specific to each site. (Selection of instructional materials is autonomous to each site at Imagine.)	Our Distance Learning Plan promotes the use of consistent, specific, actionable feedback during remote instruction. K-12 teachers will give daily	K-12 Math students will submit 1-3 artifacts/assessments per week – based on these essential standards at each grade level.
1-3				
4-6				
7-8				
9-12				

	<p>Instruction will be delivered through:</p> <ul style="list-style-type: none"> - Teacher directed on screen learning activities that include “live” (synchronous – using Zoom) and recorded (asynchronous) learning experiences, and - Student-directed off screen/non-digital educational experiences that maximize opportunities for students to engage in learning while completing assignments (i.e. reading, journaling, preparing for live learning sessions, practicing critical standards not already mastered, and project-based learning) <p>New critical/anchor standards will be taught synchronously in each course/content area, K-12.</p>	<p>Teachers and students will use the same instructional resources during remote <i>and</i> in person/traditional instruction. Lessons and content will be based on critical state standards expected in each course.</p> <p>For a list of resources used at each campus, click <u>here</u>.</p>	<p><i>formative feedback</i> as students work through homework and participate in discussions (live or through discussion boards).</p> <p>Formative assessments we’ll use include:</p> <p>Kindergarten: Verbal retellings and polling to respond to questions -- and short assignments to check for understanding</p> <p>1-12: Virtual retellings and polling to respond to questions, practice tests, virtual exit slips, online discussion forums, short assignments/homework to check for understanding, and opportunities for students to self- assess/evaluate</p>	<p>Students may also be assigned short, daily assignments – to afford opportunities for practice and to document student progress/learning.</p> <p>A minimum of 1 grade per week is expected to be recorded, K-12.</p> <p>Summative assessments we’ll use include:</p> <p>Kindergarten: Discussion based/oral assessments and short assignments or projects</p> <p>1-12: Course/class assignments, discussion based/oral assessments, proctored tests, presentations, projects, portfolios, videos, and podcasts</p>
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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>	Schoology, our Learning Management System (LMS), provides a uniform platform	Teachers will serve as creators of content -- using quality instructional resources	Our Distance Learning Plan promotes the use of consistent, specific,	K-12 ELA students will submit 1-3 artifacts/assessments per week – based on these
<i>1-3</i>				
<i>4-6</i>				

7-8	for our teachers to create, store and share digital content, K-12.	specific to each site. (Selection of instructional materials is autonomous to each site at Imagine.)	actionable feedback during remote instruction.	essential standards at each grade level.
9-12	<p>Instruction will be delivered through:</p> <ul style="list-style-type: none"> - Teacher directed on screen learning activities that include “live” (synchronous – using Zoom) and recorded (asynchronous) learning experiences, and - Student-directed off screen/non-digital educational experiences that maximize opportunities for students to engage in learning while completing assignments (i.e. reading, journaling, preparing for live learning sessions, practicing critical standards not already mastered, and project-based learning) <p>New critical/anchor standards will be taught synchronously in each course/content area, K-12.</p>	<p>Teachers and students will use the same instructional resources during remote <i>and</i> in person/traditional instruction. Lessons and content will be based on critical state standards expected in each course.</p> <p>For a list of resources used at each campus, click here.</p>	<p>K-12 teachers will give daily <i>formative feedback</i> as students work through homework and participate in discussions (live or through discussion boards).</p> <p>Formative assessments we’ll use include:</p> <p>Kindergarten: Verbal retellings and polling to respond to questions -- and short assignments to check for understanding</p> <p>1-12: Virtual retellings and polling to respond to questions, practice tests, virtual exit slips, online discussion forums, short assignments/homework to check for understanding, and opportunities for students to self- assess/evaluate</p>	<p>Students may also be assigned short, daily assignments – to afford opportunities for practice and to document student progress/learning.</p> <p>A minimum of 1 grade per week is expected to be recorded, K-12.</p> <p>Summative assessments we’ll use include:</p> <p>Kindergarten: Discussion based/oral assessments and short assignments or projects</p> <p>1-12: Course/class assignments, writing/essays, discussion based/oral assessments, proctored tests, presentations, projects, portfolios, videos, and podcasts</p>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)

	<i>Educational Delivery</i>	<i>Content Provider/Program</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
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	<i>Methodologies</i>	<i>Used</i>	<i>Strategies and Frequency</i>	<i>Strategies and Frequency</i>
Kindergarten	<p>Schoology, our Learning Management System (LMS), provides a uniform platform for our teachers to create, store and share digital content, K-12.</p> <p>Instruction will be delivered through:</p> <ul style="list-style-type: none"> - Teacher directed on screen learning activities that include “live” (synchronous – using Zoom) and recorded (asynchronous) learning experiences, and - Student-directed off screen/non-digital educational experiences that maximize opportunities for students to engage in learning while completing assignments (i.e. reading, journaling, preparing for live learning sessions, practicing critical standards not already mastered, and project-based learning) <p>New critical/anchor standards will be taught synchronously in each course/content area, K-12.</p>	<p>Teachers will serve as creators of content -- using quality instructional resources specific to each site. (Selection of instructional materials is autonomous to each site at Imagine.)</p> <p>Teachers and students will use the same instructional resources during remote <i>and</i> in person/traditional instruction. Lessons and content will be based on critical state standards expected in each course.</p> <p>For a list of resources used at each campus, click here:</p>	<p>Our Distance Learning Plan promotes the use of consistent, specific, actionable feedback during remote instruction.</p> <p>K-12 teachers will give daily <i>formative feedback</i> as students work through homework and participate in discussions (live or through discussion boards).</p> <p>Formative assessments we’ll use include:</p> <p>Kindergarten: Verbal retellings and polling to respond to questions -- and short assignments to check for understanding</p> <p>1-12: Virtual retellings and polling to respond to questions, practice tests, virtual exit slips, online discussion forums, short assignments/homework to check for understanding, and opportunities for students to self- assess/evaluate</p>	<p>K-12 Science students will submit 1-3 artifacts/assessments per week – based on these essential standards at each grade level.</p> <p>Students may also be assigned short, daily assignments – to afford opportunities for practice and to document student progress/learning.</p> <p>A minimum of 1 grade per week is expected to be recorded, K-12.</p> <p>Summative assessments we’ll use include:</p> <p>Kindergarten: Discussion based/oral assessments and short assignments or projects</p> <p>1-12: Course/class assignments, science notebooking, discussion based/oral assessments, proctored tests, presentations, projects, portfolios, videos, and podcasts</p>
1-3				
4-6				
7-8				
9-12				

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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>	Schoology, our Learning Management System (LMS), provides a uniform platform for our teachers to create, store and share digital content, K-12. Instruction will be delivered through: - Teacher directed on screen learning activities that include “live” (synchronous – using Zoom) and recorded (asynchronous) learning experiences, and - Student-directed off screen/non-digital educational experiences that maximize opportunities for students to engage in learning while completing assignments (i.e. reading, journaling, preparing for live learning sessions, practicing critical standards not already mastered, and project-based	Teachers will serve as creators of content -- using quality instructional resources specific to each site. (Selection of instructional materials is autonomous to each site at Imagine.) Teachers and students will use the same instructional resources during remote <i>and</i> in person/traditional instruction. Lessons and content will be based on critical state standards expected in each course. For a list of core content area resources used at each campus, click here.	Our Distance Learning Plan promotes the use of consistent, specific, actionable feedback during remote instruction. K-12 teachers will give daily <i>formative feedback</i> as students work through homework and participate in discussions (live or through discussion boards). Formative assessments we’ll use include: Kindergarten: Verbal retellings and polling to respond to questions -- and short assignments to check for understanding 1-12: Virtual retellings and polling to respond to questions, practice tests, virtual exit slips, online	K-12 Social Studies students (and students in other content/elective courses) will submit 1-3 artifacts/assessments per week. Students may also be assigned short, daily assignments – to afford opportunities for practice and to document student progress/learning. A minimum of 1 grade per week is expected to be recorded, K-12. Summative assessments we’ll use include: Kindergarten: Discussion based/oral assessments, short assignments, projects, performances and Art
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>				

	learning) New critical/anchor standards will be taught synchronously in each course/content area, K-12.		discussion forums, short assignments/homework to check for understanding, and opportunities for students to self- assess/evaluate	1-12: Socratic Seminars, Course/class assignments, discussion based/oral assessments, proctored tests, presentations, projects, portfolios, videos, and podcasts
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Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

In keeping with Governor Ducey's Executive Order 2020-51 issued on July 23, 2020 – our schools will offer synchronous instruction to the greatest extent possible during remote learning.

Click [here](#) to access **Remote Instructional Guidelines, Supports and Resources** we have established and shared with school leaders and coaches (specific to grade level bands and content/special areas).

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

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

a. Describe how the charter school will ensure access and meet the needs of students with disabilities.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Review IEPs to determine individual student services and needs and develop a virtual learning plan and schedule 2. Develop a year-long Professional Development Calendar that includes	1. Case Manager 2. Special Education Administrative Team 3. Special Education Administrative Team 4. Case Manager, related service providers, and instructional assistants	1. Pre-service week 2. Pre-service week and bi-monthly 3. Monthly 4. Weekly/Monthly (dependent on school) 5. Daily	1. Service Logs and Progress Monitoring Data 2. Agendas, sign-in sheets, professional development calendar 3. Meeting notes and follow-up emails 4. PLC Agendas and Notes,

<p>training on virtual Specially Designed Instruction</p> <p>3. Schedule and implement monthly 1:1 sessions with school administrators and SPED staff</p> <p>4. Collaboration between general education and special education staff</p> <p>5. Tracking of accommodations and modifications</p>	<p>5. Case Manager, general education teachers, and instructional assistants</p>		<p>planning meetings built into schedules, lesson plans</p> <p>5. Accommodation Logs, work samples, lesson plans</p>
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Process for Implementing Action Step

<p>1. Case manager reviews current services and student needs as outlined in the IEP</p> <p>2. Special Education Administrative Team creates and implements a professional development calendar</p> <p>3. Special Education Administrative Team schedules and implements 1:1 meetings with school administration and SPED staff</p> <p>4. Peer collaboration meetings will be included in teacher schedules</p> <p>5. Each school develops a tracking system with support from Special Education Administrative Team and case managers</p>
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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
<p>1 Focus immediately on building relationships with students and families beyond considerations for instructional content.</p> <p>2 Use multiple measures to begin assessing a student's language strengths and needs.</p>	<p>1. Instructors and school leadership teams</p> <p>2. Teachers, testing coordinator</p> <p>3. Teachers</p> <p>4. Teachers</p> <p>5. Teachers</p> <p>6. Site staff (teachers, office staff, leadership team)</p>	<p>1. First week of school primarily and regularly each week throughout the year</p> <p>2. First month of school, regularly per SEI assessment timeline</p> <p>3. Daily, weekly</p> <p>4. Weekly</p> <p>5. Daily</p>	<p>1. Lesson plans with SEL and Character activities</p> <p>2. Testing calendar, gradebook assessment scores</p> <p>3. Lesson plans</p> <p>4. Lesson plans</p> <p>5. LMS artifacts, lesson plans</p> <p>6. Survey results, technology distribution plans</p>

<p>3 Plan to intentionally and explicitly target language development throughout the school day in a meaningful and relevant way.</p> <p>4 Explicitly teach students language learning strategies that they can use to support their learning independently or virtually.</p> <p>5 Provide opportunities for students to practice using technology and software to develop language and literacy.</p> <p>6 Survey ALL families to determine and meet ELL families' technology and access needs.</p>		<p>6. July, early August</p>	
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Process for Implementing Action Step

All Imagine students identified as English Learners will receive support services to ensure their success.

In keeping with the recommendation in the "Roadmap" released by the ADE, our schools will prioritize the practices listed as our Action Steps.

Site leadership teams and EL coordinators will verify that systems of support are in place and being provided at each of our schools.

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.

Click [here](#) to access Guidelines and Resources for Teaching Social and Emotional Learning (including Character Education) shared with school leaders and coaches.

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	Webcast					
	Email/IM					
	Other: Virtual – By Phone or Zoom	X	X	X	X	X

Provide a description of how the charter school will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop a schoolwide infrastructure that can support SEL, including planning cycles and assessment. 2. Prepare staff to teach SEL skills through modeling and integrated instruction.	1. Regional Leadership team in concert with site leadership teams 2. Regional Leadership team in concert with site leadership teams 3. Teachers	1. July development, August introduction, support all year 2. Pre-week (July) for introduction, monthly throughout the year 3. Daily	1. Instructional Recommendations for Character and SEL, Resilience Project Planning Document 2. New Teacher Institute and Forum agendas and presentations, System of Supports for SEL in Resilience

3. Create and provide opportunities for students to practice SEL skills, focusing on stress-management, communication and listening skills, collaboration, and help providing and help-seeking behaviors.			Project Planning document, Instructional Recommendations for Character and SEL 3. Lesson plans, meeting agendas
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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. Schedule and provide PD for teachers to learn about standards in each core course/content area. 2. Create/revise pacing guides with teachers – identifying the essential standards students need to know each quarter. (Math and ELA) 3. Share pacing guides with all leaders, coaches and teachers to guide instruction during remote and in person/traditional learning. 4. Develop/identify and administer pre-assessments to identify students' level of mastery of standards – prior	1. Regional Academic Directors 2. Regional Academic Directors, Site Academic Coaches, and Teachers 3. Regional Academic Directors, Site Academic Coaches, and School Leaders 4. Teachers and Site Academic Coaches 5. School Leaders and Site Academic Coaches 6. Teachers 7. Teachers, School Leaders, and Site Academic Coaches 8. School Leaders and Site Academic Coaches 9. Gen Ed and Special Teachers, Intervention Specialists and	1. Annually, April – June 2. Annually, April – June 3. Annually, May – August 4. Ongoing, prior to units of instruction – and intermittently using common benchmarks across all schools (See Benchmark Schedule.) 5. Weekly scheduled grade level/content area meetings (virtually or in person) 6. Daily formative feedback – Weekly summative evaluations 7. Weekly 8. Weekly 9. Weekly – small group instruction or independent	1. Professional Development Schedule, Agendas from PD Days, Attendance Sheets from Daily Work Sessions 2. Pacing Guides 3. Agendas from Leader and Coach meetings, Imagine SW Region website (which houses documents for teachers) 4. Classroom level assessments used by teachers, Lesson plans, Benchmark results 5. Artifacts and assessments identified/developed by teachers 6. Observations during synchronous instruction, written/recorded feedback

<p>to the start of units of instruction.</p> <ol style="list-style-type: none"> 5. Provide opportunities for teachers to collaboratively develop lessons and assignments that expect students to complete artifacts/assessments each week – based on the essential standards. 6. Provide motivational formative feedback and summative evaluations to students - reflecting their progress towards mastery of standards. 7. Communicate students' progress towards mastery to families and enlist their partnership and support. 8. Provide opportunities for Gen Ed, Special Ed and Support Staff to collaboratively review data and plan interventions. 9. Provide intervention and support to students not mastering standards – and offer opportunities for enrichment for those that are. 	<p>Support Staff</p>	<p>support</p>	<p>and grades shared by teachers</p> <ol style="list-style-type: none"> 7. Records of phone/email contacts to parents, Gradebook in Power School, Traditional grades each quarter 8. Master schedules at school level, Grade level/content area meeting minutes 9. Master schedules at schools that reflect opportunities for small group intervention and individual student support, Student grades reflecting improvement, Benchmark scores reflecting progress towards mastery of standards
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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>
<i>Kindergarten</i>	Assessments used for benchmarking in math at kindergarten differ by site – based on instructional materials used. (Example: Many of our sites use Eureka math which aligns to the Affirm bank of mid and end of module assessments available through Great Minds.)	Plans for benchmark assessing at kindergarten involve adult support and guidance. We plan to administer benchmarking in person – after our schools reopen and allow for traditional/in-person learning. Students who opt to remain in distance learning platforms will participate in assessments remotely – or take tests in designated testing centers at schools.	Varies by site
<i>1-3</i>	Renaissance Star Math Grade 1 -- Early Literacy Math Grades 2-3 -- Math Galileo Math Benchmarks: Grades 1-3	We intend to give each of these tests in person, if circumstances allow us to be teaching in person during the test windows. * See information, below.	September 7 - 18 January 7 - 22 May 3 - 14 September 14 - October 2 November 30 - December 18 February 16 - March 5
<i>4-8</i>	Renaissance Star Math Galileo Math Benchmarks	We intend to give each of these tests in person, if circumstances allow us to be teaching in person during the test windows. * See information, below.	September 7 - 18 January 7 - 22 May 3 - 14 September 14 - October 2 November 30 - December 18 February 16 - March 5
<i>9-12</i>	Galileo Math Benchmarks (Grades 9 and 10)	We intend to give each of these tests in person, if circumstances allow us to be teaching in person during the test windows. (* See, below.)	September 14 - October 2 November 30 - December 18 February 16 - March 5

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>
<i>Kindergarten</i>	Acadience	We intend to give each of these tests in person, if circumstances allow us to be teaching in person during the test windows. * See information, below.	September 7 - 18 January 5 - 28 May 3 - 26
<i>1-3</i>	Renaissance Star Grade 1 -- Early Literacy or Reading Grades 2-3 -- Reading Acadience Galileo ELA Benchmarks	We intend to give each of these tests in person, if circumstances allow us to be teaching in person during the test windows. * See information, below.	September 7 - 18 January 7 - 22 May 3 - 14 September 7 - 18 January 5 - 28 May 3 - 26 September 14 - October 2 November 30 - December 18 February 16 - March 5
<i>4-8</i>	Renaissance Star Reading Galileo ELA Benchmarks	We intend to give each of these tests in person, if circumstances allow us to be teaching in person during the test windows. * See information, below.	September 7 - 18 January 7 - 22 May 3 - 14 September 14 - October 2 November 30 - December 18 February 16 - March 5
<i>9-12</i>	Galileo ELA Benchmarks (Grades 9 and 10)	We intend to give each of these tests in person, if circumstances allow us to be teaching in person during the test windows. (* See below.)	September 14 - October 2 November 30 - December 18 February 16 - March 5

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

We intend to give each of these tests in person, if circumstances allow us to be teaching in person during the test windows.

We will give assessments to all students online/remotely if circumstances do not allow our schools to be open during a testing window.

We will ensure students who opt to remain in distance learning platforms participate in assessments remotely – or come into designated testing centers at schools to take these assessments – during the testing windows we’ve established.

Note: Additional class/course pre-assessments may be used by sites, specific to the instructional materials used at each grade level/content area -- to assess students’ readiness/level of mastery on standards.

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.

Building on our successes and lessons learned from educators around the world last spring, a subcommittee of Imagine teachers, academic coaches and leaders designed a comprehensive Remote Learning Plan to describe our approach to instruction and our foundational commitment to educate the whole child at Imagine Schools. Our plan includes details and information beyond the scope/expectations asked of this template.

For a comprehensive understanding of our Remote Learning Plan, we invite persons to check out tenets of our plan included on the websites of our Imagine Arizona schools.

Appendix A

Appendix A: Imagine Schools-AZ School Information

District CTDS #	District Entity ID	School CTDS #	School Entity ID#	SCHOOL NAME
0078972000	79983	78972101	79507	Bell Canyon Charter School, Inc
0078975000	79988	78975101	79989	Cortez Park Charter Middle School, Inc.
0078509000	87401	78509101	87402	East Mesa Charter Elementary School, Inc.
0078535000	89784	78535101	89785	Imagine Avondale Elementary, Inc.
0078553000	90162	78553001	90163	Imagine Avondale Middle, Inc.
0078531000	89561	78531101	89562	Imagine Camelback Middle, Inc.
0078519000	88365	78519101	88366	Imagine Charter Elementary at Camelback, Inc
0078520000	88367	78520101	88368	Imagine Charter Elementary at Desert West, Inc
0078536000	89786	78536101	89787	Imagine Coolidge Elementary, Inc.
0078532000	89563	78532101	89564	Imagine Desert West Middle, Inc.
0078521000	88369	78521001	88370	Imagine Middle at East Mesa, Inc
0078522000	88372	78522101	88373	Imagine Middle at Surprise, Inc.
0078547000	90034	78547101	90035	Imagine Prep Coolidge, Inc.
0078537000	89788	78537101	89789	Imagine Prep Superstition, Inc.
0078538000	89790	78538101	89791	Imagine Prep Surprise, Inc.
0078552000	90160	78552001	90161	Imagine Superstition Middle, Inc.
0078579200	79024	78792101	79509	Pathfinder Charter School Foundation
0078508000	87399	78508101	87400	Rosefield Charter Elementary School, Inc.
0078935000	79497	78935102	79508	West Gilbert Charter Elementary School, Inc.
0078974000	79990	78974101	79991	West Gilbert Charter Middle School, Inc.

Appendix B

Appendix B
Imagine Schools Arizona-Distance Learning Plan

CTDS #	SCHOOL NAME	Estimated Enrollment for FY 2021	Estimated Number of Students Participating in Distance Learning for the Full Year	Start Date for Distance Learning	Estimated Number of Students Participating in Distance Learning for a Portion of the Year
0078972000	Bell Canyon Charter School, Inc	333	123	August 5, 2020	210
0078975000	Cortez Park Charter Middle School, Inc.	243	109	August 5, 2020	134
0078509000	East Mesa Charter Elementary School, Inc.	519	145	August 5, 2020	374
0078535000	Imagine Avondale Elementary, Inc.	468	220	August 5, 2020	248
0078553000	Imagine Avondale Middle, Inc.	265	125	August 5, 2020	140
0078531000	Imagine Camelback Middle, Inc.	181	25	August 5, 2020	156
0078519000	Imagine Charter Elementary at Camelback, Inc	418	180	August 5, 2020	238
0078520000	Imagine Charter Elementary at Desert West, Inc	819	319	August 5, 2020	500
0078536000	Imagine Coolidge Elementary, Inc.	563	287	August 5, 2020	276
0078532000	Imagine Desert West Middle, Inc.	471	160	August 5, 2020	311
0078521000	Imagine Middle at East Mesa, Inc	230	69	August 5, 2020	161
0078522000	Imagine Middle at Surprise, Inc.	380	148	August 5, 2020	232
0078547000	Imagine Prep Coolidge, Inc.	380	141	August 5, 2020	239
0078537000	Imagine Prep Superstition, Inc.	401	132	August 5, 2020	269
0078538000	Imagine Prep Surprise, Inc.	352	127	August 5, 2020	225
0078552000	Imagine Superstition Middle, Inc.	138	39	August 5, 2020	99
0078579200	Pathfinder Charter School Foundation	489	161	August 5, 2020	328
0078508000	Rosefield Charter Elementary School, Inc.	690	186	August 5, 2020	504
0078935000	West Gilbert Charter Elementary School, Inc.	100	30	August 5, 2020	70
0078974000	West Gilbert Charter Middle School, Inc.	51	51	August 5, 2020	0