

Distance Learning Plan for Paideia Academy South Phoenix

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	Paideia Academies Inc	Charter Holder Entity ID	91250
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Victoria Garrison		
Representative Telephone Number	602-343-3040		
Representative E-Mail Address	vgarrison@paideiamail.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
Paideia Academy South Phoenix	91250	078206000

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?	181

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	800	Start Date for Distance Learning	8/17/20
Estimated Number of Students Participating in Distance Learning for the Full Year	0	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	750
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 checked="" type="checkbox"/> 2. We intend to operate distance learning until __October 23_____ 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 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:		

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

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

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

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

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

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments 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
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Attendance will be tracked by daily participation in synchronous class session via Zoom	Teacher, Administration, Registrar	Daily	Tyler SIS Attendance Tracking
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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
Daily check-in with students through synchronous learning opportunities, Email communication, phone calls, home visits if necessary.	Teachers, Administration, Registrar, Social Worker	Daily Weekly	Tyler SIS Contact Logs Zoom and office hour schedules

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>The daily expectation of teachers is to include all of the following in their daily virtual learning plan:</p> <ul style="list-style-type: none"> • Consistent schedule • Follow district curriculum maps and assessment guides. • Zoom Check- In (this is how and when you take attendance) • Synchronous Instruction (through Zoom) daily • Asynchronous instruction provided on Google Classroom daily 	Instructional Staff, School Administration, Instructional Coaches, Director of Curriculum and Instruction, Director of Assessment, Data, and Intervention	Daily Frequency Weekly observation by administration	Observed in Google Classroom Observed in live Zoom sessions Observed in teacher lesson plan and daily schedule Observed in gradebook

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<ul style="list-style-type: none"> • Maintain Office Hours for students to receive live help online. • Grading/Prep Time to grade, give feedback, plan and prepare lesson. 			
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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
<ul style="list-style-type: none"> • PTO Policies Adjusted to account for COVID19 related absences following federal guidelines • Weekly formal communication from administration • Weekly PLCs and team communication • EAP (Employee Assistance Program) – counseling, financial reviews, etc available to all employees 	District and school administration Human Resources Director Insurance Providers Principal	Ongoing/As needed Weekly (communication) Weekly (touch base in PLCs and team collaborations)	PTO Policy, Employee Handbook Weekly newsletter from admin

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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<p>July/August:</p> <ul style="list-style-type: none"> Google Classroom Professional Development. All teachers participated in professional development through a Google Classroom site and through Zoom. <p>August- October:</p> <ul style="list-style-type: none"> Continued PD throughout the quarter through Google Classroom professional development site and weekly zoom staff meetings and development. 	<p>Principal, Director of Curriculum and Instruction, Instructional Coaches, instructional staff,</p>	<p>Summer PD On Demand: July 17-July 31 Summer PD Daily: August 3-August 14</p> <p>Ongoing PD, weekly staff meetings and monthly PD: August 17-October 23</p>	<p>Training Calendar Google Classroom Professional Development Site</p>
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List Specific Professional Development Topics That Will Be Covered

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| <ul style="list-style-type: none"> Safety Protocols for COVID Google Classroom training—uploading assignments, grading and providing feedback, posting class work for asynchronous instruction Best practices in online instruction—synchronous and asynchronous Best practices in Zoom/synchronous instruction, Curriculum and instructional training, Gap Instruction training Data and assessment training, Standards-based grading Paideia Standard Operating Procedures manual training, Whole Person (7 Habits) training, |
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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		
Needs Assessment-Available data			
Other:	X	X	X
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)	X		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support		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>
Kindergarten	<ul style="list-style-type: none"> Direct Instruction on Zoom 	Math in Focus Happy Numbers	Daily: Check for Understanding Quick Checks	Unit Tests (Math in Focus)

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	<ul style="list-style-type: none"> Asynchronous instruction on Google Classroom Projects 	Khan Academy Kids Study Island	Weekly: Quizzes	Benchmark Tests (NWEA MAP)
1-3	<ul style="list-style-type: none"> Direct Instruction on Zoom Asynchronous instruction on Google Classroom Projects 	Math in Focus Coach Digital Catch Up with Coach Study Island	Daily: Check for Understanding Quick Checks Weekly: Quizzes,	Unit Tests (Math in Focus) Benchmark Tests (NWEA MAP)
4-6	<ul style="list-style-type: none"> Direct Instruction on Zoom Asynchronous instruction on Google Classroom Projects 	Math in Focus Coach Digital Catch Up with Coach Study Island	Daily: Check for Understanding Quick Checks Weekly: Quizzes	Unit Tests (Math in Focus) Benchmark Tests (NWEA MAP) Unit Tests (Math in Focus) Benchmark Tests (NWEA MAP)
7-8	<ul style="list-style-type: none"> Direct Instruction on Zoom Asynchronous instruction on Google Classroom Projects 	Math in Focus Khan Academy Coach Digital Catch Up with Coach Study Island	Daily: Check for Understanding Quick Checks Weekly: Quizzes,	Unit Tests (Math in Focus) Benchmark Tests (NWEA MAP) Benchmark Tests (NWEA MAP)
9-12				

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>
Kindergarten	<ul style="list-style-type: none"> Direct Instruction on Zoom Asynchronous instruction through Google Classroom Projects 	<ul style="list-style-type: none"> Amplify Core Knowledge Language Arts Study Island 	Daily: Check for Understanding Quick Checks Weekly: Quizzes, Writing, Discussion	Unit Tests (CKLA) Benchmark Tests (NWEA MAP) Catch Up with Coach (for addressing gaps in learning)

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1-3	<ul style="list-style-type: none"> • <i>Direct Instruction on Zoom</i> • <i>Asynchronous instruction through Google Classroom</i> • <i>Projects</i> 	<ul style="list-style-type: none"> • <i>Amplify Core Knowledge Language Arts</i> • <i>Study Island</i> • <i>Coach Digital</i> • <i>Catch Up with Coach</i> 	<i>Daily: Check for Understanding Quick Checks</i> <i>Weekly: Quizzes, Writing, Discussion</i>	<i>Unit Tests (CKLA)</i> <i>Benchmark Tests (NWEA MAP)</i> <i>Catch Up with Coach (for addressing gaps in learning)</i>
4-6	<ul style="list-style-type: none"> • <i>Direct Instruction on Zoom</i> • <i>Asynchronous instruction through Google Classroom</i> • <i>Projects</i> 	<ul style="list-style-type: none"> • <i>(4th-5th) Amplify Core Knowledge Language Arts</i> • <i>Study Island</i> • <i>Coach Digital</i> • <i>Catch Up with Coach</i> • <i>(6th) Amplify ELA</i> • <i>Literature Studies</i> 	<i>Daily: Check for Understanding Quick Checks</i> <i>Weekly: Quizzes, Writing, Discussion</i>	<i>Unit Tests (CKLA)</i> <i>Benchmark Tests (NWEA MAP)</i> <i>Catch Up with Coach (for addressing gaps in learning)</i>
7-8	<ul style="list-style-type: none"> • <i>Direct Instruction on Zoom</i> • <i>Asynchronous instruction through Google Classroom</i> • <i>Projects</i> 	<ul style="list-style-type: none"> • <i>Amplify ELA</i> • <i>Study Island</i> • <i>Coach Digital</i> • <i>Catch Up with Coach</i> • <i>Literature Studies</i> 	<i>Daily: Check for Understanding Quick Checks</i> <i>Weekly: Quizzes, Writing, Discussion</i>	<i>Unit Tests (CKLA)</i> <i>Benchmark Tests (NWEA MAP)</i> <i>Catch Up with Coach (for addressing gaps in learning)</i>
9-12				

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>	<ul style="list-style-type: none"> • <i>Asynchronous instruction through Google Classroom</i> • <i>Projects</i> 	<i>Scholastic ScienceFlix</i> <i>Core Knowledge Science</i>	<i>Unit reviews</i>	<i>Unit assessments</i>

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1-3	<ul style="list-style-type: none"> Asynchronous instruction through Google Classroom Projects 	Scholastic ScienceFlix Core Knowledge Science	Unit reviews	Unit assessments
4-6	<ul style="list-style-type: none"> Asynchronous instruction through Google Classroom Projects 	Scholastic ScienceFlix Core Knowledge Science	Unit reviews	Unit assessments
7-8	<ul style="list-style-type: none"> Asynchronous instruction through Google Classroom Projects 	Scholastic ScienceFlix Core Knowledge Science Study Island Science	Unit reviews	Unit assessments
9-12				

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>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</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)

We are using best practices in distance learning to include scheduled and consistent synchronous and asynchronous instruction through our learning management system, Google Classroom, and our virtual classroom, Zoom.
We are continuing to use our research-based and school-wide adopted curriculum to deliver instruction on a remote platform.

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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
<ul style="list-style-type: none"> Annual IEP Meetings SPED teacher creates a zoom meeting for all IEP meetings and sends virtual invitations for all attendees. The SPED teacher collects PLAAFP information virtually from the general education teacher. IEP is shared on the screen during the meeting and reviewed. Participants sign their attendance through digi-sign. Virtual Resource and Related Services 	<ul style="list-style-type: none"> SPED teachers Related Service Providers 	IEP meetings are held annually for each scholar on the caseload. Meetings are held by their annual due date, or at an earlier date requested by an IEP team member.	Weekly SPED staff meetings will SPED Director to review IEPS held and verify census for timeline compliance.

Process for Implementing Action Step

<ul style="list-style-type: none"> Informational training on Zoom and IEP software for teachers and related service providers Teachers will attend virtual IEP meetings with the SPED Director to have a model for meetings

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
AZELLA testing window	SEI Teacher ELL Coordinator	Daily interventions Weekly planning	SEI lesson plans

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SEI Teacher delivers direct instruction via Zoom for ELL students on a rotating schedule to the greatest extent possible.	Instructional staff		
Teachers teaching and assessing ELP standards			

Process for Implementing Action Step

1. Train and provide PD for SEI Teacher
2. Develop rotating schedule with SEI teacher and instructional staff
3. Give AZELLA assessment
4. Teach and assess ELP standards to the greatest extent possible online

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	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:	x	x	x	x	x

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone	x	X	x	X	x
	Webcast	x	X	X	X	X
	Email/IM	x	x	X	x	x
	Other:					

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> Leader in Me social-emotional learning program Scholar Support specialist check-ins with students School Social worker check-in with students Scholar Success Guide program 	Scholar Support Specialist, School Social Worker, school administration. Teachers and instructional staff	Weekly (as needed)	Scholar Success Guides Leader in Me lesson plans Contact Logs

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
<ul style="list-style-type: none"> Standards-based grading scale Students must maintain 80% mastery or above to be recommended for advancement 	Principal, instructional staff, director of assessment, data, and intervention	quarterly	Unit assessments Benchmark Assessments/ percentiles Report Cards

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	NWEA MAP	Online and access to in person if needed	August 24- September 25 Testing Window

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1-3	NWEA MAP	August 24- September 25 Testing Window	August 24- September 25 Testing Window
4-6	NWEA MAP	August 24- September 25 Testing Window	August 24- September 25 Testing Window
7-8	NWEA MAP	August 24- September 25 Testing Window	August 24- September 25 Testing Window
9-12			

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	NWEA MAP	Online and access to in person if needed	August 24- September 25 Testing Window
1-3	NWEA MAP	Online and access to in person if needed	August 24- September 25 Testing Window
4-6	NWEA MAP	Online and access to in person if needed	August 24- September 25 Testing Window
7-8	NWEA MAP	Online and access to in person if needed	August 24- September 25 Testing Window
9-12			

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

We are using Go Guardian to ensure we can monitor students while testing remotely. Students will be able to communicate with their teacher during remote testing via Google Classroom.
Teachers will proctor the test from their classroom while students are taking the test remotely.

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.