



**STUDENT CHOICE HIGH SCHOOL
DISTANCE LEARNING PLAN**

School District Information

**School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact EmergencyDL@azed.gov with any questions.*

School District Name	GAR, LLC dba Student Choice High School	School District Entity ID	78997
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Rachelle Morris, Vice President of Operations	
Representative Telephone Number		602-334-4104	
Representative E-Mail Address		rmorris@schsaz.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
Student Choice High School Surprise	79022	07-86-79-101
Student Choice High School Peoria	90737	07-86-79-102

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each school district 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 ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE 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.

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 school district operate for School Year 2020-2021?	180 (DRP=225)
How many instructional days did the school district operate for School Year 2019-2020?	180 (DRP=225)

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	1688	Start Date for Distance Learning	August 3, 2020
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	1688
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 checked="" 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		

	<p>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.).</p> <p><input type="checkbox"/>5. Other (Please explain below)</p>
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If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

Reopening Logistics

Student Choice High School operates their DRP (Drop-out Recovery Program) year round. During the state-mandated school closure this past spring and throughout the summer, distance learning and online courses continued without interruption. Beginning August 17th (or later if the Governor’s Executive Order regarding school closure is extended), our DRP sites will reopen to offer onsite support and services. The first day of school for our Traditional program is Monday, August 3rd. Our Faculty and staff will be implementing distance learning for the first two weeks. Unless the closure is extended by the state, Student Choice will begin on-site instruction starting Monday, August 17th utilizing a phased reopening plan. All students will have the option to continue distance learning beyond the school closure. Our site principals will work closely with families to determine the appropriate and equitable educational access for all students.

The following scenarios are outlined more specifically for each campus in our “**COVID Mitigation and Reopening Plan by Site**” document. This document specifies logistics for each of the following scenarios. Given the diverse physical features of each campus, this information is unique to those structures and community. With implementation of each phase, specific communication from the campus principal will follow to ensure your understanding.

- **Distance Learning During State-Mandated School Closure**
- **Reopening of Schools with Hybrid Schedule** (part distance/part on-site learning)
- **Reopening of Schools Without Restrictions**

Free Onsite Support Services

As soon as the state-mandated school closure is lifted, all campus sites will be open to provide comprehensive academic and social/emotional support for students and families. In the interim, our staff have resumed their roles on site and are available to provide support virtually through Google Meets, email, or by phone. Through our partnership with the Valley of the Sun YMCA and the Salvation Army Kroc Center, our families have access to additional support at our Maryvale, Glendale, and Phoenix (Kroc) campuses. The diversity of our district’s Free Onsite Support Services in addition to our academic support is detailed in our “**Mitigation Plan: Family and Campus Readiness**” document to include Support for Exceptional Students, Mentoring, Mental Health & Social-Emotional Wellbeing, and Community Resources.

<p>Is the school district requiring students to do distance learning?</p>	<p>Yes <i>(during school closure and as parent option during reopening)</i></p>
<p>If students are required to do distance learning, is the school district 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?</p>	<p>Yes</p>

**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)

- Describe how the school district 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 or documentation of time spent on educational activities.

The school district 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/>

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Daily Google Meets Videoconference will be used for determining school and class attendance.</p>	<p>1. Teachers, Principal 2. Teachers, Instructional Assistants 3. Teachers, Administrative Assistants, Registrars</p>	<p>1. Attendance greeting will be taken at the start of each session 7:30am and again at 11:30am. 2. Weekly course progress checks</p>	<p>1. Google meeting invitation, attendance will be taken by teacher and shared with Admin Asst who will record attend in SM. Those who are</p>

<ol style="list-style-type: none"> 2. Adequate course progress in scheduled classes per curriculum pacing embedded in LMS 3. Attendance recorded in SIS 		<ol style="list-style-type: none"> 3. Daily per school calendar 	<p>absent will have parents notified by AA and/or teacher</p> <ol style="list-style-type: none"> 2. Course Progress Reports from LMS, PLC data wall, communication with parents 3. SIS reports
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a. Describe the efforts the school district 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
<ol style="list-style-type: none"> 1. Develop Engagement Outreach Plan integrated into Student Success Plan (SSP) to include expectations and responsibilities for staff/student communication and virtual engagement 2. Provide training to staff on SSP and Engagement Outreach 	<ol style="list-style-type: none"> 1. Teachers, Instructional assistants, Admin assistant, Principal, Persistence Coordinator 2. CIA Team, Principals 	<ol style="list-style-type: none"> 1. Daily check in, weekly virtual small group and/or individual support, monthly and/or specific milestone appointments for student progress 2. Teacher Preservice and ongoing PD/Inservices 	<ol style="list-style-type: none"> 1. Calendar invites, campus data wall, Student Success Plan notes and documentation. Daily virtual google hangouts, email, phone call, messaging 2. PD agenda, PowerPoint, SSP documents in Operations Manual

Teacher and Staff Expectations and Support (1.a.ii)

1. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Session attendance check ins 	<ol style="list-style-type: none"> 1. All staff 2. All staff 3. Teachers 	<ol style="list-style-type: none"> 1. Daily at the start of each session 7:30am & 11:30am 	<ol style="list-style-type: none"> 1. Log-in w/ audio and video enabled, attendance

<ol style="list-style-type: none"> 2. Maintain professional attire and atmosphere 3. Daily live lessons with students during scheduled time 4. Daily engagement/mentoring sessions and following up with parents for those who do not attend check ins. 5. Have office hours established for staff availability to students and colleagues. 6. Prepare weekly announcements or communication for assigned students for weekly news, events, goals, progress. 7. Maintain updated documentation and notes on Data Wall. 8. Attend all PD trainings and meetings 	<ol style="list-style-type: none"> 4. Teachers, Instructional Asst, Admin Asst. 5. Teachers, Instructional Asst 6. Teachers, Instructional Asst. 7. All staff 8. All staff 	<ol style="list-style-type: none"> 2. Daily during schedule time 3. Daily 4. Weekly 5. Weekly monitoring during PLC 6. Scheduled times 7. Daily 8. Scheduled days and times 	<p>reports, data wall and mentor note</p> <ol style="list-style-type: none"> 2. Log in w/ audio and video enabled 3. Calendar invites, notes on Student Success Plan and Data Wall 4. Data wall mentor notes and updated Student Success Plans 5. Scheduled hours for Teachers and Instructional Assistants 6. Odysseyware messaging 7. Data Wall 8. Log in w/ audio and video enabled
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9. 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
<ol style="list-style-type: none"> 1) Develop Mitigation and Prevention plan for employees to include 	<ol style="list-style-type: none"> 1) Charter Operators, Vice President of Operations (VPO), and District/Campus 	<ol style="list-style-type: none"> 1) Develop prior to staff returning/ongoing updates per CDC 	<ol style="list-style-type: none"> 1) Mitigation Plan: Employee and Operations COVID-19 Requirements

<p>CDC recommendations for Covid</p> <ol style="list-style-type: none"> 2) Develop HR documentation forms 3) Provide training to employees 4) Monitor CDC updates and guidelines for opening Workplace/Schools 5) Develop Teleworking Protocol and Eligibility by Position aligned to the FFCR Act 6) Provide Ongoing Communication to employees regarding prevention/mitigation strategies 7) Provide prevention supplies to employees to increase safety 8) Align cleaning procedures to CDC recommendations and ensure cleaning products meet OSHA/EPA criteria for SARS. 	<p>Administration, HR Consultant</p> <ol style="list-style-type: none"> 2) VPO, HR Consultant 3) VPO and Principals/Supervisors 4) VPO 5) VPO, Charter Operators, HR Consultant 6) VPO, Principals/Supervisors, Director for IT 7) VPO, Charter Operators, Principals/Supervisors 8) Charter Operators, VPO, Janitorial service crew 	<ol style="list-style-type: none"> 2) Develop prior to staff returning/ongoing updates per CDC 3) Implement during Preservice/ongoing updates per CDC 4) Ongoing 5) Develop prior to staff returning/ongoing updates per CDC 6) Ongoing 7) Ongoing 8) Prior to staff returning to work and ongoing 	<ol style="list-style-type: none"> 2) daily screening tool and process, exposure disclosure form, exposure tracking for HR, quarantining guidelines form, trace contact form, affidavit for return form 3) Training Agenda/PowerPoint, Acknowledgement Forms signed and housed in Bamboo (HR database), Screening/Sanitization station set up 4) Subscription to Agencies that provide timely updates of CDC recommendations (ADHS, Governor's Office, Legal Team, etc) 5) Mitigation Plan: Teleworking Eligibility by Position 6) CDC posters hung in high traffic areas, frequent email reminders, Pop-up ads sent to employee computers daily through Clever SSO, notices sent through Bamboo HR 7) face masks, gloves, free-standing sanitizer stations, Pexi Shields, sandwich boards to communicate prevention strategies to visitors, social distancing markers, silicone keyboard covers
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			8) Emails, Cleaning protocols in Mitigation Plan, Cleaning Supplies
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10. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. SCHS will provide quality professional development for teachers in the area of Operational Policies/Procedures, instructional methods and instructional resources, mentorship, social emotional learning and instructional professional development is multi-tiered, focusing on site needs, content needs, student needs, and district initiatives.</p> <p>2. SCHS developed a Resource Hub for all staff that included resources in areas of mentoring, instructional and content specific support, social emotional learning and technology resources. The resource hub includes a calendar of training, as well as pre recorded training that</p>	<p>1. VPO, Chief Officer of Curriculum, Instruction and Assessment, Instructional Specialists, Administrator of Exceptional Students, Principals</p> <p>2. Instructional Specialists</p> <p>3. VPO, District Administration</p>	<p>1. Scheduled on Calendar</p> <ul style="list-style-type: none"> ● July 27-31 Preservice ● Monthly (All Staff) PD days ● Monthly Early Releases for Traditional sites ● Monthly Early Releases for ● DRP sites ● Monthly Content for Math and ELA <p>2. Referred resources used throughout the school year</p> <p>3. Preservice PD for all staff and ongoing</p>	<p>1. Professional Development Plan 20-21 (google doc), Bamboo HR documentation, Integrated Action Plan, Data Walls, PPT/Agendas, School Calendar</p> <p>2. Resource Hub google doc</p> <p>3. Operations Manual for every staff member, Google Shared Drive, Clever SSO dashboard for all employees, Bamboo HR management database</p>

<p>staff could access during the professional development or at a later date to revisit a training.</p> <p>3. Training Materials will be made available through different platforms to ensure accessibility and transparency</p>			
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List Specific Professional Development Topics That Will Be Covered

Covid Mitigation and Prevention Plans, Operational Policies/Procedures, District Systems, NAEA Exemplary Practices, PLC Systems and Data Walls, Accreditation, Continuous Improvement and Accountability, Student Success Plans (Academic and Personal Plans/ECAP), Mentoring, Academic and Engagement Outreach, Technical Programs (Clever, Bamboo, Google Suite, Google Meets (creating, recording, presenting), ClassPace, Text Blaze, Wacom device (electronic handheld whiteboard), Blended Learning, Gradual Release of Responsibility, Essential Standards, Common Formative Assessments, Odysseyware (training on reports, engagement, and dashboard), Systems for ESS and EL

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	Evidence
What was Used to Establish Need?				
Questionnaire	✓	✓	✓	School Messenger, Clever, Google Form; All Teaching Staff are provided Equipment
Personal Contact and Discussion	✓	✓	✓	AA's and Mentors/ Staff Calling, Google Hangout and Email to assess needs

Needs Assessment-Available data	✓	✓	✓	Once Student info is collected, arrange for ensuring Students have devices
Other:				
What will be Used to Respond to Need?				
Loaner Device (laptop/tablet)	✓	✓	✓	
WIFI Hot Spot	✓	✓	✓	Support with Cox Connect2Compete program, district-provided Hotspot for phones, staff and students submit phone bill each month and SCHS will pay for Hotspot
Supplemental Utility Support (Internet)	✓	✓	✓	Staff and students need support in connect devices, assistance will be given as needed
Other:				
When will stakeholders have access to IT Support Availability?				
Traditional School Hours	7-4	7-4	7-4	
Extended Weekday Hours	As needed	As needed	As needed	
24/7 Support	As Needed	As Needed	As needed	
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>
9-12				1. Data Walls

	<ol style="list-style-type: none"> 1. Academic/ Engagement Outreach 2. Blended Learning (blend of online curriculum and teacher-student interaction and engagement) 3. Gradual Release of Responsibility (release of teacher to student instructional practice and responsibilities 4. Technology Tools 5. Multi-Tiered System of Supports - Tier 1 instruction 6. Multi-Tiered System of Supports - Tier 2 instructional support is provided in the forms of small group instruction, one on one tutoring and tutorial videos 	<ol style="list-style-type: none"> 1. Teachers actively communicate with students through various means (Odysseyware Messaging, Email, phone call, Google Hangouts, Zoom) to ensure understanding of essential standards as well as offer support when needed. 2. Blended Learning model utilizing Odysseyware-online curriculum with a blend of teacher-student interaction and engagement for optimal learning . 3. Gradual Release using I Do, We Do and You Do lesson format 4. Google Meets and Zoom with Wacom device and outside resources such as Khan Academy. 	<ol style="list-style-type: none"> 1. Data Walls, Student Success Plan 2. Coursework progress, proficiency and course completions. 3. Teacher observation and checking for understanding. 4. Each course has content quizzes embedded to check for ongoing learning for all students. 5. ClassPace assessments. 6. Teacher observation and checking for understanding. 	<ol style="list-style-type: none"> 2. Coursework progress, proficiency and course completions. 3. Teacher observation and checking for understanding. 4. Each course has content tests embedded to check for ongoing learning for all students 5. Course proficiency 6. Course proficiency <p>Traditional program will administer a post test aligned with the Math AZCCRS using Galileo</p> <p>NOTE: A test proctoring software will be required to ensure validity and reliability of test results.</p>
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		<p>5. Odysseyware is our approved curriculum that is aligned with the AZCCRS (Arizona College and Career Ready Standards) and offers students rigorous and engaging coursework.</p> <p>6. ClassPace allows teachers to assign additional lessons through Odysseyware that provides specific practice opportunities on Essential Standards</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>
9-12	<ol style="list-style-type: none"> Academic/Engagement Outreach Blended Learning (blend of online curriculum and teacher-student) 	<ol style="list-style-type: none"> Teachers actively communicate with students through various means (Odysseyware Messaging, Email, phone call, Google Hangouts, Zoom) to ensure understanding of 	<ol style="list-style-type: none"> Data Walls, Student Success Plan Coursework progress, proficiency and course completions. 	<ol style="list-style-type: none"> Data Walls Coursework progress, proficiency and course completions.

	<p>interaction and engagement)</p> <ol style="list-style-type: none"> 3. Gradual Release of Responsibility (release of teacher to student instructional practice and responsibilities 4. Technology Tools 5. Multi-Tiered System of Supports - Tier 1 instruction 6. Multi-Tiered System of Supports - Tier 2 instructional support is provided in the forms of small group instruction, one on one tutoring and tutorial videos 	<p>essential standards as well as offer support when needed.</p> <ol style="list-style-type: none"> 2. Blended Learning model utilizing Odysseyware-online curriculum with a blend of teacher-student interaction and engagement for optimal learning 3. Gradual Release using I Do, We Do and You Do lesson format 4. Google Meets and Zoom with Wacom device and outside resources such as Common Lit. 5. Odysseyware is our approved curriculum that is aligned with the AZCCRS (Arizona College and Career Ready Standards) and offers students rigorous and engaging coursework. 6. ClassPace allows teachers to assign additional lessons through Odysseyware 	<ol style="list-style-type: none"> 3. Teacher observation and checking for understanding. 4. Each course has content quizzes embedded to check for ongoing learning for all students. 5. ClassPace assessments. 6. Teacher observation and checking for understanding. 	<ol style="list-style-type: none"> 3. Teacher observation and checking for understanding. 4. Each course has content tests embedded to check for ongoing learning for all students 5. Course proficiency 6. Course proficiency <p>Traditional program will administer a post test aligned with the ELA AZCCRS using Galileo</p> <p>NOTE: A test proctoring software will be required to ensure validity and reliability of test results.</p>
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		that provides specific practice opportunities on Essential Standards		
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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>
9-12	<ol style="list-style-type: none"> 1. Academic/Engagement Outreach 2. Blended Learning (blend of online curriculum and teacher-student interaction and engagement) 3. Gradual Release of Responsibility (release of teacher to student instructional practice and responsibilities 4. Technology Tools 	<ol style="list-style-type: none"> 1. Teachers actively communicate with students through various means (Odysseyware Messaging, Email, phone call, Google Hangouts, Zoom) to ensure understanding of essential standards as well as offer support when needed. 2. Blended Learning model utilizing Odysseyware-online curriculum with a blend of teacher-student interaction 	<ol style="list-style-type: none"> 1. Data Walls, Student Success Plan 2. Coursework progress, proficiency and course completions. 3. Teacher observation and checking for understanding. 4. Each course has content quizzes embedded to check for ongoing learning for all students. 5. ClassPace assessments. 	<ol style="list-style-type: none"> 1. Data Walls 2. Coursework progress, proficiency and course completions. 3. Teacher observation and checking for understanding. 4. Each course has content tests embedded to check for ongoing learning for all students 5. Course proficiency 6. Course proficiency

	<p>5. Multi-Tiered System of Supports - Tier 1 instruction</p> <p>6. Multi-Tiered System of Supports - Tier 2 instructional support is provided in the forms of small group instruction, one on one tutoring and tutorial videos</p>	<p>and engagement for optimal learning</p> <p>3. Gradual Release using I Do, We Do and You Do lesson format</p> <p>4. Google Meets and Zoom with Wacom device and outside resources such as Khan Academy.</p> <p>5. Odysseyware is our approved curriculum that is aligned with the AZCCRS (Arizona College and Career Ready Standards) and offers students rigorous and engaging coursework.</p> <p>6. ClassPace allows teachers to assign additional lessons through Odysseyware that provides specific practice opportunities on Essential Standards</p>	<p>6. Teacher observation and checking for understanding.</p>	<p>Traditional program will administer a post test aligned with the Science AZCCRS using Galileo</p> <p>NOTE: A test proctoring software will be required to ensure validity and reliability of test results.</p>
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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>
9-12	<ol style="list-style-type: none"> Academic/Engagement Outreach Blended Learning (blend of online curriculum and teacher-student interaction and engagement) Gradual Release of Responsibility (release of teacher to student instructional practice and responsibilities Technology Tools Multi-Tiered System of Supports - Tier 1 instruction Multi-Tiered System of Supports - Tier 2 instructional support is provided in the forms of small group instruction, one on 	<ol style="list-style-type: none"> Teachers actively communicate with students through various means (Odysseyware Messaging, Email, phone call, Google Hangouts, Zoom) to ensure understanding of essential standards as well as offer support when needed. Blended Learning model utilizing Odysseyware-online curriculum with a blend of teacher-student interaction and engagement for optimal learning Gradual Release using I Do, We Do and You Do lesson format 	<ol style="list-style-type: none"> Data Walls, Student Success Plan Coursework progress, proficiency and course completions. Teacher observation and checking for understanding. Each course has content quizzes embedded to check for ongoing learning for all students. ClassPace assessments. Teacher observation and checking for understanding. 	<ol style="list-style-type: none"> Data Walls Coursework progress, proficiency and course completions. Teacher observation and checking for understanding. Each course has content tests embedded to check for ongoing learning for all students Course proficiency Course proficiency <p>NOTE: A test proctoring software will be required to ensure validity and reliability of test results.</p>

	<p>one tutoring and tutorial videos</p>	<p>4. Google Meets and Zoom with Wacom device and outside resources such as Khan Academy.</p> <p>5. Odysseyware is our approved curriculum that is aligned with the AZCCRS (Arizona College and Career Ready Standards) and offers students rigorous and engaging coursework.</p> <p>6. ClassPace allows teachers to assign additional lessons through Odysseyware that provides specific practice opportunities on Essential Standards</p>		
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Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	<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>

<p>9-12</p>	<ol style="list-style-type: none"> 1. Academic/Engagement Outreach 2. Blended Learning (blend of online curriculum and teacher-student interaction and engagement) 3. Gradual Release of Responsibility (release of teacher to student instructional practice and responsibilities 4. Technology Tools 	<ol style="list-style-type: none"> 1. Teachers actively communicate with students through various means (Odysseyware Messaging, Email, phone call, Google Hangouts, Zoom) to ensure understanding of essential standards as well as offer support when needed 2. Blended Learning model utilizing Odysseyware-online curriculum with a blend of teacher-student interaction and engagement for optimal learning 3. Gradual Release using I Do, We Do and You Do lesson format 4. Google Meets and Zoom with Wacom device and outside resources such as Khan Academy. 	<ol style="list-style-type: none"> 1. Data Walls, Student Success Plan 2. Coursework progress, proficiency and course completions. 3. Teacher observation and checking for understanding. 4. Each course has content quizzes embedded to check for ongoing learning for all students. 	<ol style="list-style-type: none"> 1. Data Walls 2. Coursework progress, proficiency and course completions. 3. Teacher observation and checking for understanding. 4. Each course has content tests embedded to check for ongoing learning for all students
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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)

Student Choice has adopted the [National Alternative Education \(NAEA\)](#) Exemplary Practices as our benchmark for continuous improvement in addition to the A-F Accountability Framework from ADE. Included in the Exemplary Practices are specific indicators to address virtual learning and personalized learning plans. The Exemplary Practices embed research-based practices known to be effective with at-risk youth and alternative education. Our organization has begun to align our Improvement Plan, Job Descriptions, Employee Evaluations, and operational systems to create transparency, accountability and sustainability.

Meeting the Needs of Students with Disabilities and English Learners.

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

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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> Students are mapped for the entire year virtually and/or in person to receive specially designed instruction by the special education teacher in the areas that the student is found eligible for special education services. Specially designed instruction service minutes, including Speech, are kept by the special education teacher/Speech Pathologist/Social Worker to document date, time, 	<ol style="list-style-type: none"> Administrator of Special Education, Special Education Teacher, Special Education Case manager Administrator of Special Education, Special Education Teacher 	<ol style="list-style-type: none"> Daily updates of Google Sheets, Google Calendar, Zoom, quarterly progress monitoring, daily IEPpro reports Daily updated google sheet and on service minutes page, quarterly progress reports, daily IEPpro reports 	<ol style="list-style-type: none"> IEP service minutes log, Google calendar, quarterly progress reports, present levels, IEP compliance Service minutes log, IEP compliance, IEP meeting attendance and input, Gen ed info sheets, present levels, quarterly progress reports

<p>and specific specially designed instruction provided as well as if any meetings are missed by the student. Administrator of special education reviews the service minutes log monthly.</p> <p>3. All students' IEPs are made available to all staff to ensure IEPs are being followed as they are written and reviewed during each campus' PLC.</p> <p>4. Office Hours are available everyday for all ESS students to engage with the special education teacher for any additional support needed.</p> <p>5. Special education case managers lead PLC's for the campuses they cover to conduct observations, ensure IEP compliance, and conduct annual IEPs, progress monitor, and three year evaluations</p> <p>6. Resource guide provided to all staff in the areas of eligibility for special education</p> <p>7. Special education documents included in all</p>	<p>3. Administrator of Special Education, Special Education Teacher, Special Education Case manager, all staff</p> <p>4. Special education teacher</p> <p>5. Administrator of Special Education, Special Education Teacher, Special Education Case manager</p> <p>6. Administrator of Special Education, Special Education Teacher, Special Education Case manager, all staff</p> <p>7. Administrator of Special Education, Special</p>	<p>3. Monthly PLC's, PLC agendas, Monthly internal audits, IEP gen ed info sheets (annually), Daily updates on data walls, Daily Binder and Confidential file availability</p> <p>4. Daily Google Calendar, zoom, daily service minutes log updated, daily OW progress reports</p> <p>5. Weekly PLCs, Daily IEPpro reports, Daily ADE integrity reports, Daily data wall updates daily updates on google sheets, Annual Parent surveys</p> <p>6. Daily updated Special education binder, Monthly updated Operations manual, Daily hyperlink to Confidential file</p>	<p>3. Observations done by admin of special education, internal audits, updated Data walls, participation in PLCs & PDs, current data in confidential file, all student's info hyperlinked</p> <p>4. Present levels data, OW progress reports, service minutes log</p> <p>5. Integrity report, PLC agendas, Data walls current, Google sheets current, internal audit reports in compliance, Parent Surveys</p> <p>6. Current hyperlink in all Google sheets linked to Confidential folder</p>
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<p>staff Operations Manual (IEP vs. 504) (accommodations vs. modifications), (Specially designed instruction what it is vs what it is not), examples of SDI.</p> <p>8. 45 Day screeners are completed, verified, and referred if applicable</p> <p>9. Special education teacher collaborates each week with general education teachers as well as utilizes Curriculum binder for creating specially designed instruction aligned to the standards</p>	<p>Education Teacher, Special Education Case manager, all staff</p> <p>8. Admin Assistants, Principals, gen ed teachers, admin of special education</p> <p>9. Special education teacher, general education teacher, Instructional Specialists</p>	<p>7. Operations Manual, Special education binder</p> <p>8. 45 Day screeners conducted annually once a student is enrolled</p> <p>9. Monthly updated curriculum binders, Monthly content area team meetings, Daily collaboration with general education teachers/staff</p>	<p>7. Observations, printed documents, PLC agendas</p> <p>8. Current google sheets not missing any 45 day screeners</p> <p>9. Curriculum binders, PLC notes, agenda notes, gen ed info sheets, present level statements</p>
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Process for Implementing Action Step

Policies and procedures were implemented during the 2019-20 school year, therefore this year we are in our maintenance stage. Internal audits are completed as a checks and balances from the enrollment procedure to compliance, summary of performance, and transitioning students to post secondary educational and/or career goals. The special education teacher has mapped every student that qualifies for special education services to receive specially designed instruction based on the need of each student in their area of eligibility. Each student is tracked not only for their attendance to the groups they are assigned, but also the specially designed instruction and amount of minutes provided to each student on the service minutes log. The special education teacher collaborates with the general education teachers to ensure specially designed instruction is aligned to the standards of the curriculum and that each student is actively engaged virtually until students are able to return to in person instruction. The case managers will continue to ensure compliance of all IEPs, Evaluations, and 504 plans by running reports through IEPpro and maintaining the ESS census for each specified campus. The case managers will collaborate with the special education teacher to discuss present levels, goals, strengths, weaknesses, and progress monitoring for each student that qualifies for special education services. Communication with parents will continue for obtaining current information, input on their student's academic and functional success and/or concerns, and procedural safeguards offered at every meeting regarding special education. The special education administrator will continue to supervise the team to ensure compliance, implementation and maintenance of all policies and procedures, as well as complete internal audits regarding the enrollment and withdrawal processes completed by the administrative assistants, conducting daily IEPpro and ADE reports.

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b. Describe how the school district will ensure access and meet the needs of English learners.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Weekly roster reports submitted to schools to identify students. 2. Weekly check ins with Mentor 3. Quarterly PLC's to monitor students and discuss ELP standards that students are proficient in and/or standards students are needing support to become proficient. 4. Create EL Binders with standards and state guidelines to be found on every campus. 5. Appoint EL leads on every campus 	<ol style="list-style-type: none"> 1. Ass. Director of Student Information 2. Mentors 3. Principals, EL Coordinator, EL Lead, Teachers 4. EL Coordinator 5. EI Coordinator and Principal 	<ol style="list-style-type: none"> 1. Weekly 2. Weekly 3. Quarterly 4. Handed out at the beginning of the year 5. Yearly 	<ol style="list-style-type: none"> 1. Emails and google sheets of Roster. 2. Student Success Plan, PLC Data Wall 3. Agendas 4. Binders are on campus 5. Leads names on EL roster. EL leads will facilitate testing and support teachers with ELP goals for students.

Process for Implementing Action Step

Each site has an EL Lead to ensure EL standards are being met and supported. EL Leads, Teachers, and EL Coordinator will meet quarterly to review student progress and proficiency on each campus. Weekly site PLC's will be held and will encompass discussions on EL needs, support, lesson planning and proficiency. Our district testing coordinator will facilitate and train our EL Leads on AZELLA testing protocol. Our Director of Student Information will produce weekly rosters so sites have accurate data and have the ability to support every EL student as our enrollment is ongoing and continuous. Our EL students will also meet with their Mentor weekly to discuss academic and personal goals per the Student Success Plan.

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					✓
	Packet of Social and Emotional Topics					✓
	Online Social Emotional videos					✓
	Parent Training					✓
	Other:					

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

Provide a description of how the school district 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. Referral from teacher/principal/staff. 2. Outreach - SW follow up with staff for clarification if needed, and reach out to	1. Social Worker and Staff 2. Social Worker 3. Social Worker 4. Social Worker	1. SW will check in with each campus weekly on their designated day. I.e. Monday Kroc, Tuesday Tempe/Maricopa,	1. Documentation for evidence will start with staff completing referral form for services, contact notes completed by sw

<p>student/parent/guardian to provide support and complete initial assessment.</p> <ol style="list-style-type: none"> 3. Provide services based on assessment results, resources and referrals will be provided, in addition to scheduling follow up check ins with students accordingly. 4. Counseling internal sessions - scheduled with students via zoom or phone. In person meetings will be available once in person schooling resumes. 5. Counseling referral Community Agencies - If in person counseling support is required, SW will be connecting family and students with behavioral health agencies that will be able to accommodate their needs. 6. Create Help Hotline and Community Resource database on school website - Phone support available for families to reach out for support helpline available during designated hours. 	<ol style="list-style-type: none"> 5. Social Worker and Community Agencies 6. Social Worker and Administrator for Student Services 	<p>Wednesday Surprise/Peoria, Thursday GLendale/Maryvale, Friday District/Remote. During this time SW will check in with teachers for updates/referrals, and offer support accordingly.</p> <ol style="list-style-type: none"> 2. As needed based on referrals 3. Ongoing 4. Ongoing 5. Ongoing 6. Created in March 2020 and ongoing maintenance 	<p>and uploaded into school master in guidance tab, and all zoom meetings will be recorded and filed in confidential folders in which the SE team will only have access</p> <ol style="list-style-type: none"> 2. SE videos and weekly newsletter for staff will be provided for trauma informed care, self care strategies, what actions to take, how to manage vicarious trauma and prevent burnout. 3. SE videos for parents will be provided on emotional support, breathing, coping skills. School website will provide community resources that will be updated twice a week by sw to reflect recent changes or updates in resources. 4. Counseling notes and documentation in SIS 5. Referrals 6. Help Hotline and District website
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Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the school district 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
<ol style="list-style-type: none"> 1. Teachers will monitor student achievement on Odysseyware lessons. <ol style="list-style-type: none"> a. When a student shows a discrepancy teachers will create a small group and do intervention to reteach material that was not mastered. b. When a student shows mastery students will be offered options of a project approach to apply knowledge and understanding in some content areas or the option to move at a faster pace through course materials. 2. Teachers will monitor student achievement by 	<ol style="list-style-type: none"> 1. Teacher of Record <ol style="list-style-type: none"> a. Teacher of Record, Instructional Assistant b. Teacher of Record, Instructional Assistant 2. Teacher of Record, Instructional Specialist <ol style="list-style-type: none"> a. Teacher of Record, Instructional Assistant b. Teacher of Record, Instructional Assistant 	<ol style="list-style-type: none"> 1. Teachers will be monitoring Odysseyware lessons daily. <ol style="list-style-type: none"> a. Teachers will be giving common formative assessments every four weeks. b. Teachers will be giving common formative assessments every four weeks. 2. Teachers will work monthly with Instructional Specialists. <ol style="list-style-type: none"> a. Teachers will revisit goals and data weekly during professional learning communities. 	<ol style="list-style-type: none"> 1. Teachers will use Odysseyware lessons by monitoring assignments, checking in with students using google hangouts and goal sheets. <ol style="list-style-type: none"> a. Common formative assessments will be used to group students by mastery for intervention. b. Common formative assessments will be used to group students by mastery for project based learning or to move students forward in course pacing. 2. Teachers will use common formative assessments.. <ol style="list-style-type: none"> a. Common formative assessments will be used to create

<p>common formative assessments. a. Teachers will use data to set instructional goals and drive small group instruction.</p>			<p>goals and drive small group instruction.</p>
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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 in English language arts and mathematics (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. Career and Technical Education Districts should submit N/A.*

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
9-12	Pretest, benchmark common formative assessments, CBAS and post tests will be created through Galileo.	Students will test online and in person.	<p>Pretest- week of 8/10 CFA #1- week of 8/31 CFA #2- week of 9/28 CBAS- week of 10/19 CFA #3- week of 11/16 CFA #4- week of 12/14 Post test- week of 1/25 CFA #5- week of 2/22 CFA #6- week of 3/29</p>

Benchmark Assessments (ELA)

	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
9-12	Pretest, benchmark common formative assessments, CBAS and post tests will be created through Galileo.	Students will test online and in person.	Pretest- week of 8/10 CFA #1- week of 8/31 CFA #2- week of 9/28 CBAS- week of 10/19 CFA #3- week of 11/16 CFA #4- week of 12/14 Post test- week of 1/25 CFA #5- week of 2/22 CFA #6- week of 3/29

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

Student Choice will be utilizing a Test Proctoring proctoring software during distance learning to ensure valid and reliable test results.

Additional Information (Optional)

The school district 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.

[Mitigation Plan: Family and Campus Readiness](#)
[Mitigation Plan: Reopening Plan by Site](#)
[Mitigation Plan: Employee and Operations COVID-19 Requirements](#)
[Mitigation Plan: Teleworking Eligibility by Position](#)