

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 <u>Edgenuity</u>, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request). 	<ol style="list-style-type: none"> 1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches 	<ol style="list-style-type: none"> 1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed) 	<ol style="list-style-type: none"> 1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

Charter Holder Information

Charter Holder Name	The Grande Innovation Academy	Charter Holder Entity ID	92978
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Patricia Messer	
Representative Telephone Number		520.381.2360	
Representative E-Mail Address		pmesser@giaowlsmail.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
The Grande Innovation Academy	92978	118717001

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

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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?	150
How many instructional days did the charter school operate for School Year 2019-2020?	148

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	800	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	150	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	100
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: Parents have a choice to be online or on-campus. All students will be online August 3 rd -13 th . (We are a 4-day week school.) Then those that have chosen on campus will begin August 17 th (or other date as determined by the Governor). Parents that chose online will either remain online all year or may choose to come back to campus during the school year as they determine what is necessary for their family.			

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Is the charter requiring students to do distance learning?	No
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
GIA has 2-tracks: Parents chose ON-CAMPUS or ONLINE for the SY 20-21. If they chose ON-CAMPUS they will be online until August 17 th with their	1. Teachers and Office Staff	1. Monday-Thursday Aug 3-13.	1. Students will be given packets and resources to complete each day. At the end of the week parents will submit a

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<p>classroom teacher. If they chose ONLINE they will be enrolled in GIA's learning platform called Edgenuity.</p> <p>1. Students who chose ON-CAMPUS once it opens: August 3-13th all students will be online and attendance will be taken and verified daily by all classroom teachers. Any student that is absent will be called by the office staff to determine reason for absence.</p> <p>2. Students who chose ONLINE: will be enrolled in Edgenuity. Daily attendance will be taken and verified by the virtual teacher. Any student that is absent will be called by the office staff to determine reason for absence.</p>	<p>2. GIA's online program director and Edgenuity's virtual teachers.</p>	<p>2. Daily Monday-Thursday starting August 3rd.</p>	<p>signed attestation indicating that their child completed the work.</p> <p>2. Completion of Edgenuity's lessons. At the end of each week parents will submit a signed attestation indicating that their child completed the work.</p>
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b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>All parents have been contacted during the weeks of July 13-24 to determine their choice of ONLINE or ON-CAMPUS for SY 20-21. All families will continue to be contacted for online orientation meetings as well as procedures and protocol for Aug 3-13th. Starting August 3rd classroom teachers will make contact via email, phone, and/or Google Meets.</p>	<p>Office staff and classroom teachers.</p>	<p>Daily and weekly.</p>	<p>Notes are added for each parent/student as to when and how they were contacted. The notes will be a Google Spreadsheet.</p>

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>Classroom teachers will provide work for all of their students and ensure that Special education accommodations are</p>	<p>Classroom teachers, Special education teachers, academic coaches.</p>	<p>Daily Monday-Thursday.</p>	<p>The Academic Coaches will approve the assigned work that teachers prepare before distribution to the students.</p>

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<p>added. Teachers will teach from their classroom practicing social distancing and wearing a mask. Special education teachers will work with classroom teachers to ensure all accommodations are implemented. They will also provide service minutes via Google Meets or paper packet. The Academic Coaches will support teachers in preparing the assigned work.</p>			<p>Completed and graded work with also be reviewed and entered into the grade book.</p>
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b. Describe commitments on delivery of employee support services including but not limited to:

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Executive director will meet with the leadership team consisting of two academic coaches, online program director, dean, business manager and the counselor, daily August 3rd-13th and then weekly after that to ensure the DL is being followed and implemented as written. The business manager and office manager will ensure that clear, consistent communication is given to staff regarding any COVID related sick time and information. COVID signage is displayed at the school. At a minimum a weekly email will be sent to the staff from the Executive Director to communicate updates from the state, protocols and procedures at the school level.</p>	<p>Executive Director, Business manager, Office Manager.</p>	<p>Daily/weekly</p>	<p>Leadership team notes in Google Spreadsheet, emails to the staff, COVID specific signage around school.</p>

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>GIA provides 2-weeks of PD before school begins for all teachers and staff. This training includes specific training for online teaching, curriculum implementation and engaging strategies. Additionally, GIA offers PD on 25 Fridays throughout the year. (We are a 4-day week.)</p>	<p>Academic coaches</p>	<p>10 days prior to school opening and 25 Fridays throughout the year.</p>	<p>Signed Professional Development log when in attendance. Follow-up from Academic Coaches on implementation. Consistent walk-through and teacher evaluation feedback is provided through Whetstone.</p>
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List Specific Professional Development Topics That Will Be Covered

ELA Curriculum: Amplify
 Math curriculum: Big Ideas
 Writing Curriculum: The Writing Revolution
 Intervention/SPED Curriculum: 95% Group
 Teach Like a Champion
 Responsive Classroom
 Love and Logic
 Communicating with families
 Social-Emotional Learning online and in the classroom
 Online Best Practices
 Google Classroom
 Homeless Training/Civil Rights/Title One
 Special Education Procedures
 ELL best Practices
 Sanitation Practices

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire			
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	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>
<i>Kindergarten</i>	<i>Video instruction, Google Meets direct instruction,</i>	<i>Edgenuity</i>	<i>Daily work and checks for understanding.</i>	<i>Cumulative Assessments throughout the course.</i>

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	<i>independent practice using workbook and leveled readers.</i>		<i>Assessments after every chapter/unit. Galileo benchmark 4 times a year on campus.</i>	<i>Galileo summative assessment at the end of the year.</i>
<i>1-3</i>	<i>Video instruction, Google Meets direct instruction, independent practice using workbook and leveled readers.</i>	<i>Edgenuity</i>	<i>Daily work and checks for understanding. Assessments after every chapter/unit. Galileo benchmark 4 times a year on campus.</i>	<i>Cumulative Assessments throughout the course. Galileo summative assessment at the end of the year. 3rd grade students will take the AzM2.</i>
<i>4-6</i>	<i>Video instruction Google Meets direct instruction, Google Classroom for independent practice.</i>	<i>Edgenuity</i>	<i>Daily work and checks for understanding. Assessments after every chapter/unit. Galileo benchmark 4 times a year on campus.</i>	<i>Cumulative Assessments throughout the course. Galileo summative assessment at the end of the year. Students will take the AzM2.</i>
<i>7-8</i>	<i>Video instruction Google Meets direct instruction, Google Classroom for independent practice.</i>	<i>Edgenuity</i>	<i>Daily work and checks for understanding. Assessments after every chapter/unit. Galileo benchmark 4 times a year on campus.</i>	<i>Cumulative Assessments throughout the course. Galileo summative assessment at the end of the year. Students will take the AzM2.</i>
<i>9-12</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Video instruction, Google Meets direct instruction, independent practice using workbook and leveled readers.</i>	<i>Edgenuity</i>	<i>Daily work and checks for understanding. Assessments after every chapter/unit. Galileo benchmark 4 times a year on campus. Reading</i>	<i>Cumulative Assessments throughout the course. Galileo summative assessment at the end of the year. Reading fluency, phoneme segmentation and</i>

			<i>fluency, phoneme segmentation and blending assessments every 2-weeks.</i>	<i>blending assessments every month.</i>
<i>1-3</i>	<i>Video instruction, Google Meets direct instruction, independent practice using workbook and leveled readers.</i>	<i>Edgenuity</i>	<i>Daily work and checks for understanding. Assessments after every chapter/unit. Galileo benchmark 4 times a year on campus. Reading fluency, phoneme segmentation and blending assessments every 2-weeks.</i>	<i>Cumulative Assessments throughout the course. Galileo summative assessment at the end of the year. Reading fluency, phoneme segmentation and blending assessments every month. 3rd grade students will take the AzM2.</i>
<i>4-6</i>	<i>Video instruction Google Meets direct instruction, Google Classroom for independent practice</i>	<i>Edgenuity</i>	<i>Daily work and checks for understanding. Assessments after every chapter/unit. Galileo benchmark 4 times a year on campus.</i>	<i>Cumulative Assessments throughout the course. Galileo summative assessment at the end of the year. Reading fluency, phoneme segmentation and blending assessments every month. Students will take the AzM2.</i>
<i>7-8</i>	<i>Video instruction Google Meets direct instruction, Google Classroom for independent practice</i>	<i>Edgenuity</i>	<i>Daily work and checks for understanding. Assessments after every chapter/unit. Galileo benchmark 4 times a year on campus.</i>	<i>Cumulative Assessments throughout the course. Galileo summative assessment at the end of the year. Students will take the AzM2.</i>
<i>9-12</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>

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>	<i>Video instruction Google Meets direct instruction, Google Classroom for independent practice, virtual labs.</i>	<i>Edgenuity and Generation Genius</i>	<i>Daily work and checks for understanding. Assessments after every topic.</i>	<i>Cumulative assessments after a strand has been taught.</i>
<i>1-3</i>	<i>Video instruction Google Meets direct instruction, Google Classroom for independent practice and virtual labs.</i>	<i>Edgenuity and Generation Genius</i>	<i>Daily work and checks for understanding. Assessments after every topic.</i>	<i>Cumulative assessments after a strand has been taught.</i>
<i>4-6</i>	<i>Video instruction Google Meets direct instruction, Google Classroom for independent practice and virtual labs.</i>	<i>Edgenuity and Generation Genius</i>	<i>Daily work and checks for understanding. Assessments after every topic.</i>	<i>Cumulative assessments after a strand has been taught. 4th grade Galileo and AIMS Science.</i>
<i>7-8</i>	<i>Video instruction Google Meets direct instruction, Google Classroom for independent practice and virtual labs.</i>	<i>Edgenuity and Generation Genius</i>	<i>Daily work and checks for understanding. Assessments after every topic.</i>	<i>Cumulative assessments after a strand has been taught. 8th grade Galileo and AIMS Science.</i>
<i>9-12</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Social Studies)				
	<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>Video instruction Google Meets direct instruction, Google Classroom for independent practice and virtual field trips.</i>	https://www.virtualfieldtrips.org/ <i>Edgenuity</i>	<i>Daily work and checks for understanding. Assessments after every topic.</i>	<i>Cumulative assessments after a strand has been taught.</i>

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1-3	<i>Video instruction Google Meets direct instruction, Google Classroom for independent practice and virtual field trips.</i>	https://www.virtualfieldtrips.org/ Edgenuity	<i>Daily work and checks for understanding. Assessments after every topic.</i>	<i>Cumulative assessments after a strand has been taught.</i>
4-6	<i>Video instruction Google Meets direct instruction, Google Classroom for independent practice and virtual field trips.</i>	https://www.virtualfieldtrips.org/ Edgenuity	<i>Daily work and checks for understanding. Assessments after every topic.</i>	<i>Cumulative assessments after a strand has been taught.</i>
7-8	<i>Video instruction Google Meets direct instruction, Google Classroom for independent practice and virtual field trips.</i>	https://www.virtualfieldtrips.org/ Edgenuity	<i>Daily work and checks for understanding. Assessments after every topic.</i>	<i>Cumulative assessments after a strand has been taught.</i>
9-12	NA	NA	NA	NA

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

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

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
All students with an IEP will have their service minutes provided.	Special education staff: teachers, speech asst, OT and PT.	As determined by their IEP.	Notes and logs on time spent in Google Meets, on the phone or completed packet work.

Process for Implementing Action Step

Special education staff will reach out to parents of students on their caseload. They will schedule Google Meets times to get online and provide lessons to work on IEP goals. Progress monitoring will occur once a month wither in-person or in Google Meets.

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
All ELL scholars will have their instruction provided in person on in Google Meets.	SEI endorsed teacher	2-hours per week	Lessons plans submitted to Academic Coach. The lessons will include the ELPs that will be taught during the lessons.

Process for Implementing Action Step

The SEI teacher will schedule 2-hour blocks based on proficiency level. She will teach the lesson.

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	NA
	Packet of Social and Emotional Topics					NA
	Online Social Emotional videos	X	X	X	X	NA
	Parent Training	X	X	X	X	NA
	Other: Counselor Google Meets Sessions	X	X	X	X	

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	NA

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Phone	X	X	X	X	NA
Webcast	X	X	X	X	NA
Email/IM	X	X	X	X	NA
Other: Counselor Google Meets Sessions	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
Daily check-ins by the teacher will be used to create community and to gauge how the student is doing. The counselor will provide sessions on an individual basis scheduled by appointment. The counselor will also have set times during the week to meet with students who wish to join the group. An open-ended question will jump start the conversation as the counselor facilitates the discussion.	Teachers and Counselor	Daily and weekly.	Teachers will keep track of participation and engagement in the online environment. The counselor will log who she meets with and when. She will also keep track of attendees in the group sessions.

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
GIA will require all scholars to show growth and mastery of standards. Teachers will use formative assessments throughout lessons to gauge mastery. Teachers, along with paraprofessionals will provide interventions and enrichment as needed. Paras will meet with small groups virtually to provide remediation under the guidance of the classroom teacher.	Teacher, Paraprofessionals, Academic Coaches and Executive Director	Ongoing throughout the year.	Assessments are tracked and discussed during Data Dialogue meetings with teachers and academic coaches. Instruction and lesson planning are driven by the data collected. Evidence will be growth and mastery shown on Galileo Benchmarking, content specific unit summative assessments, and Az2M.

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>	<i>Galileo</i>	<i>In-Person</i>	<i>August 24-27, 2020, November 2-5, 2020, February 8-11, 2021, May 10-13, 2021</i>
<i>1-3</i>	<i>Galileo</i>	<i>In-Person</i>	<i>August 24-27, 2020, November 2-5, 2020, February 8-11, 2021, May 10-13, 2021</i>
<i>4-6</i>	<i>Galileo</i>	<i>In-Person</i>	<i>August 24-27, 2020, November 2-5, 2020, February 8-11, 2021, May 10-13, 2021</i>
<i>7-8</i>	<i>Galileo</i>	<i>In-Person</i>	<i>August 24-27, 2020, November 2-5, 2020, February 8-11, 2021, May 10-13, 2021</i>
<i>9-12</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>

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>	<i>Galileo</i>	<i>In-Person</i>	<i>August 24-27, 2020, November 2-5, 2020, February 8-11, 2021, May 10-13, 2021</i>
<i>1-3</i>	<i>Galileo</i>	<i>In-Person</i>	<i>August 24-27, 2020, November 2-5, 2020, February 8-11, 2021, May 10-13, 2021</i>

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4-6	<i>Galileo</i>	<i>In-Person</i>	<i>August 24-27, 2020, November 2-5, 2020, February 8-11, 2021, May 10-13, 2021</i>
7-8	<i>Galileo</i>	<i>In-Person</i>	<i>August 24-27, 2020, November 2-5, 2020, February 8-11, 2021, May 10-13, 2021</i>
9-12	<i>NA</i>	<i>NA</i>	

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

GIA will administer the benchmarks using Chromebooks.

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.