



DISTANCE LEARNING PLAN 2020-2021



Charter Holder Information

Charter Holder Name: North Star Charter Schools Inc.	Charter Holder Entity ID	79701
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Kurt Huzar	
Representative Telephone Number	(623) 907-2661	
Representative E-Mail Address	huzarcpa@aol.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
Arizona Preparatory Academy	79702	078945201

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?	180
How many instructional days did the charter school operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	124	Start Date for Distance Learning	August 17, 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	124
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 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:
There will be three (3) cohorts of students. For each cohort there is an AM session that is in session from 7:30 until 11:30, and an PM session from 11:45 until 3:45. As the schedule below indicates students in cohorts A and B will attend classes onsite two days per week. On days when students are not physically present in school the students will be logging into the distance program (Edgenuity) and progress will be monitored by the content teacher and front office support personnel.

Every Wednesday all students will be in a distance learning environment. During the Wednesday AM and PM slots teachers will hold ZOOM video conference class session based upon the data driven needs of students. Academic content as well as socio-emotional discussions will be scheduled.

A - Monday - school
 Tuesday - school
 Wednesday - Zoom for all students / distance learning or onsite learning
 Thursday - distance learning
 Friday - distance learning

B - Monday - distance learning
 Tuesday - distance learning
 Wednesday - Zoom for all students / distance learning or onsite learning
 Thursday - school
 Friday - school

C - Monday - school
 Tuesday - school
 Wednesday - Zoom for all students / distance learning or onsite learning
 Thursday - school
 Friday - school

NOTE: North Star Charter Schools Inc., will continue to operate a Dropout Recovery Program (DRP) that has been, and will continue to be, completely on-line and modifications to the program due to COVID-19 factors are not necessary.

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
1. Monitor student login into Edgenuity both AM and PM sessions.	1. Jasmin Canales	1. 8:00 for AM session	1. Login data sheet
2. Daily call to parent/guardians for students not logged in in time	2. Jasmin Canales to put into Synergy for robo-call	12:30 for PM session	2. Synergy report
3. Wednesday ZOOM attendance based on Edgenuity log in and ZOOM attendance	3. Classroom teacher	2. Automatically	3. ZOOM participation report
4. Monitoring of time-on-task of students while on Edgenuity	4. Classroom teacher	3. 8:00 for AM 12:30 for PM	4. Edgenuity Report
		4. Daily	

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

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<ol style="list-style-type: none"> 1. Teachers will contact each Cohort via email or phone when appropriate 2. Teachers will utilize Edgenuity/Messenger for group contacts 3. On Wednesdays, teachers will use ZOOM to have group lessons, interventions, enrichments, etc. 4. Front office will contact students when appropriate to remind them of attendance and status of their progress 	<ol style="list-style-type: none"> 1. Content Teachers 2. Content Teachers 3. Content Teachers 4. Front office staff 	<ol style="list-style-type: none"> 1. Each day when the cohort group (A, B and C) are working from home 2. Each day when the cohort group (A, B and C) are working from home 3. Wednesdays 4. When appropriate 	<ol style="list-style-type: none"> 1. Excel Contact Logs 2. Excel Contact Logs 3. ZOOM reports/recorded sessions 4. Front Office contact log
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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
No teachers will work virtually			

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Administration team will be in constant contact with teachers and staff to address any policy issues that arise 2. Administration will meet with the staff and inform them of any changes to policies 3. Education Director/Principal will be in contact with teaching staff 	<ol style="list-style-type: none"> 1. Dr. Ed Dawson (Principal) & Amber Starnes (Site Director) 2. Dr. Ed Dawson (Principal) & Amber Starnes (Site Director) 3. Dr. Ed Dawson (Principal) 	<ol style="list-style-type: none"> 1. Daily or as warranted 2. Daily or as warranted 3. Weekly 	<ol style="list-style-type: none"> 1. Agenda and notes from meetings and contact 2. Notes from meetings on policy changes 3. Classroom observation and notes from one-on-one discussions

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Math, ELA and Science consultants will be provided to teaching staff both virtually and in person as warranted 2. The Principal will meet every other Thursday with the School Improvement Group (SIG) consisting of education staff to facilitate professional learning 3. Principal will conduct virtual trainings for staff	1. Principal, Coaches 2. Principal 3. Principal	1. At least twice a month depending upon the need 2. BiMonthly 3. When appropriate but at least once a month	1. Notes submitted to Principal by coaches 2. Agenda and meeting notes 3. Agenda and presented activities

List Specific Professional Development Topics That Will Be Covered

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|---|--|
| 1. Assessment Systems | 5. Enhancing the use of virtual learning (ZOOM) for high school students |
| 2. Distance teaching strategies | 6. Trauma Informed Education |
| 3. Socio-Emotional Learning strategies | 7. Embedding cultural awareness into curriculum |
| 4. Computer-based program effectiveness | |

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?			
Personal Contact and Discussion	X	X	X
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
When will stakeholders have access to IT Support Availability?			
24/7 Support	X	X	X

Instructional Methods and Monitoring Learning (1.a.iii)

a. In the tables below, list the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

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	<ol style="list-style-type: none"> 1. Group and Individual Support by Cohort Group when onsite 2. Wednesday ZOOM classes 3. Additional ZOOM session for interventions and enrichment as needed 	<ol style="list-style-type: none"> 1. Edgenuity 	<ol style="list-style-type: none"> 1. Weekly monitoring of student progress and discovering areas in need of re-teaching and support 2. End of session “exit tickets” using Illuminate test bank 3. End of session “exit tickets” using Illuminate test bank 	<ol style="list-style-type: none"> 1. Interim assessments ELA, Science, Math every six weeks with SchoolCity 2. End-of-Course final exams proctored

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"> 1. Group and Individual Support by Cohort Group when onsite 2. Wednesday ZOOM classes 3. Additional ZOOM session for interventions and enrichment as needed 	Edgenuity	<ol style="list-style-type: none"> 1. Weekly monitoring of student progress and discovering areas in need of re-teaching and support 2. End of session “exit tickets” using Illuminate test bank 	<ol style="list-style-type: none"> 1. Interim assessments ELA, Science, Math every six weeks with SchoolCity 2. End-of-Course final exams proctored

			3. End of session “exit tickets” using Illuminate test bank	
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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"> Group and Individual Support by Cohort Group when onsite Wednesday ZOOM classes Additional ZOOM session for interventions and enrichment as needed 	<ol style="list-style-type: none"> Edgenuity 	<ol style="list-style-type: none"> Weekly monitoring of student progress and discovering areas in need of re-teaching and support End of session “exit tickets” using Illuminate test bank End of session “exit tickets” using Illuminate test bank 	<ol style="list-style-type: none"> Interim assessments ELA, Science, Math every six weeks with SchoolCity End-of-Course final exams proctored

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"> Computer-Based 	<ol style="list-style-type: none"> Edgenuity 	<ol style="list-style-type: none"> Ends of unit assessments 	<ol style="list-style-type: none"> Final course assessment proctored

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

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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
1. ESS will be serviced using the appropriate accommodations per IEP	1. ESS specialist	1. Daily	1. Records kept by ESS specialist on student progress and adherence to accommodations

Process for Implementing Action Step

Both the Site Director and Principal will collaborate with the ESS specialist to ensure that all ESS students are supported to ensure that all state and federal laws and IDEA assurances are maintained and recorded.

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
1. EL students will be provided support commensurate with their level of English Proficiency based on results from the AZELLA assessment	1. Principal & EL support specialist	1. Weekly monitoring of EL support in each contact course	1. Records kept by the EL specialist and the principal as to the additional support EL students receive

Process for Implementing Action Step

As a student is determined to be EL based upon the results of the AZELLA (and the guardians accept EL support) the principal will monitor with the students and their teachers bi-monthly to ensure that the EL student is both progressing in acquiring English proficiency as well as meeting the grade level standards

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.

9-12

Social Emotional Learning	Teacher Check-in	X
	Packet of Social and Emotional Topics	X
	Online Social Emotional videos	
	Parent Training	
	Other:	

		9-12
Counseling Services	In-Person	X
	Phone	X
	Webcast	X
	Email/IM	X
	Other:	APA Academic advisor is available during school hours. If additional support is needed, the Academic advisor is also available for counseling after school hours

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
<ol style="list-style-type: none"> Teachers will use data from the SEL assessment through FastBridge Assessment (Illuminate) to acquire base information and continued monitoring of student socio-emotional needs Teachers will incorporate SEL into each of their sessions by cohort during ZOOM sessions and small group work 	<ol style="list-style-type: none"> Each teacher, advisor, and principal Content Teachers Ms. Melvin Counselor 	<ol style="list-style-type: none"> Baseline assessment in Mid-September; monitoring in December, March and May Daily Daily 	<ol style="list-style-type: none"> Reports from FastBridge Individual Learning Plan (Behavior) Private list of contact and documents of counseling services

3. Counselor on-site is available during school hours to meet with students in a private counseling area.			
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Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Grade Level mastery will be demonstrated by results of the end-of-course assessments in Edgenuity	1. Content teachers	1. Every six weeks	1. Reports from Edgenuity 2. Proctored exam results

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>
9-12	1. Illuminate (FastBridge) for diagnostic 2. Illuminate (SchoolCity) for interim	1. Online 2. Online	1. August 17, 2020; May 18, 2020 2. October 6-8; December 16-17; March 2-3

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>

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9-12	<ol style="list-style-type: none"> 1. Illuminate (FastBridge) for diagnostic 2. Illuminate (SchoolCity) for interim 	<ol style="list-style-type: none"> 1. Online 2. Online 	<ol style="list-style-type: none"> 1. August 17, 2020; May 18, 2020 2. October 6-8; December 16-17; March 2-3
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Optional: Describe how the school will administer benchmark assessments (use if the school wishes to provide information in addition to the table above)

Additional Information (Optional)

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

North Star Charter Schools, Inc. has been using Edgenuity for multiple years and students are very familiar with the process. Teachers will present a more focused effort on monitoring the data use to inform using small group sessions (via ZOOM and onsite) to address any needed interventions, in addition to incorporating SEL into the face-to-face sessions.

North Star Charter Schools, Inc will continue operating their well-established Dropout Recovery Program (DRP) and no modifications to the program are necessary since the DRP has been and will continue to be completely online and not influenced by COVID-19 factors.