

Charter Holder Information

Charter Holder Name	Reid Traditional Schools	Charter Holder Entity ID	91317 4306
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Heidi Mitchell		
Representative Telephone Number	623-478-2344 x 111		
Representative E-Mail Address	HMitchell@ReidTraditional.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
Reid Traditional Schools' Painted Rock Academy	91317	078209000
Reid Traditional Schools' Valley Academy	4306	078749000

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.

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?	173 Annual hours are met for all grade levels
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How many instructional days did the charter school operate for School Year 2019-2020?	180
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b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021		Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year		Estimated Number of Students Participating in Distance Learning for a Portion of the Year	1,362
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students.		
	<input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students.		
<input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.			
<input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.).			
<input checked="" type="checkbox"/> 5. Other (Please explain below)			
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:			
<p>Each child will be assigned a teacher and a classroom, as is the case every year. Classroom teachers will be responsible for both the in-person and remote programs. Students will be permitted to move from their teacher’s in-person program to the remote program as needed. Both programs will follow the pacing and lessons of Reid Traditional School’s well-established curriculum. This plan gives students and teachers much-needed continuity in education and social interactions. It also affords parents easy transitions as family needs change.</p> <p>Reid Traditional Schools will monitor benchmark data as it becomes available from the State. This data will include benchmark recommendations, guidance from county health officials, community need, and available resources. Based on this benchmark data, the schools will operate on one of three levels.</p> <p>LEVEL THREE: REMOTE LEARNING PROGRAM</p> <p>When benchmark data shows that the surrounding area is experiencing high community spread and on-campus learning is not safe, Reid Traditional campuses will be closed to in-person learning. Synchronous remote classes will take place in scheduled sessions throughout the morning and afternoon using either Zoom or Google Meets. The class calendar will indicate the topic or worksheet</p>			

for each scheduled session. In addition to these sessions, asynchronous lessons and scheduled recesses will supplement the school day. Students will complete daily lessons with the assistance of their parents and teacher. Students will access these lessons online through the Google Classroom program, paper assignments, or via the school’s library of pre-recorded video lessons. Teachers will designate what is practice, graded practice, and test material. Individual tutoring sessions will be made available as needed. Following state guidelines, students determined to be ‘in need’ will be provided a supervised space to access remote lessons on campus as long as on-campus services are permitted by the State.

LEVEL TWO: HYBRID ON-SITE AND REMOTE LEARNING PROGRAM

When benchmark data indicates a decreased threat from COVID-19, Reid Traditional campuses will move to a hybrid model of on-site and remote learning. Both models will provide lessons throughout the normal school hours. Students attending on campus will follow safety guidelines provided by the school. On-site learners will be required to commit to the in-person program for at least one week at a time. School operations will be adjusted to help ensure the safety of everyone on campus. Students will attend class in their assigned classroom.

Remote learners will access live-streamed lessons from the classrooms at select time periods throughout the day. These lessons may be provided by the student’s regular classroom teacher as well as another teacher in the grade level. In addition to these sessions, asynchronous lessons and scheduled recesses will supplement the school day. Students will complete daily lessons with the assistance of their parents and teacher. Students will access these lessons online through the Google Classroom program, paper assignments, or via the school’s library of pre-recorded video lessons. Teachers will designate what is practice, graded practice, and test material. Individual tutoring sessions will be made available as needed. Remote learners will be required to commit to the online program for at least one week at a time.

LEVEL ONE: ON-SITE (ONLY) LEARNING PROGRAM

When the benchmark data indicates that it is safe to return to normal operations, the school will resume normal operating hours and teaching practices for each grade level. Operational and safety precautions will be ease or eliminated, depending on an analysis of benchmark data and guidelines from the State.

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

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

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

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

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

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments completed and submitted by the student.
- A parent attestation of documentation of time spent on educational activities.

The charter holder is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>

If the Charter Holder currently operates an approved AOI, it must follow the AOI attendance requirements outlined by ADE and A.R.S. §15-808 for students enrolled in the AOI.

Attendance for the week will be taken on Monday following the school week to allow students a chance to work with parents over the weekend if necessary. Students will be considered in attendance for the week if any of the following are true: a) the student turns in work from the daily lesson packet; or b) the student participates in at least one remote learning session during the week.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Submission of daily lesson packet	1. Classroom Teacher	1. Weekly	1. Attendance logs
2. Participation in remote sessions	2. Classroom Teacher	2. Daily	2. Student participation report

- b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Daily remote learning sessions	1. Classroom Teacher	1. Multiple times each school day	1. Student participation report
2. Conference with parents	2. Classroom Teacher	2. Quarterly	2. Parent/Teacher conference log
3. Classroom newsletters	3. Classroom Teacher	3. Monthly	3. Distribution log

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
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1. Synchronous remote lessons	1. Classroom teacher	1. Daily	1. Participation logs
2. Personal tutoring	2. Classroom teacher	2. As needed	2. Tutoring logs
3. Review and grading weekly packets	3. Classroom teacher	3. weekly	3. Grade logs

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
1. Employee Manual and COVID policy review	1. Principal	1. Early August	1. Sign off sheet
2. Grade Level meetings	2. Principal	2. Weekly	2. Sign in sheet/email logs
3. Individual teacher communications	3. Principal	3. As needed	3. Sign in sheet/email logs

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Google Classroom training	1. Principal	1. Early August	1. Google Classroom set up complete

How to set up Google Classrooms; how to post assignments to Google Classrooms; how to hold a remote class using Google Meets; overview on Docs, Slides and Sheets; how to set up Google Sites; using Google Calendar.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
2. Zoom training	2. Principal	2. Early August	2. Sign in logs

How to begin a Zoom meeting; how to use Zoom security features like the waiting room; how to use mute, share files, and use engagement tools

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
3. Training on remote guidelines for students	3. Principal	3. Early August	3. Sign in logs

How to set agendas for remote learning sessions; proper online etiquette; teaching students and parents how to use the technology; tips for engaging sessions

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X	X	X
Personal Contact and Discussion	X		
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X*	X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:	*a limited number of loaners are available. Students without connectivity will be given paper packets and contacted by phone.		
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support			
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>Google Meets/ZOOM, Independent Study</i>	<i>Saxon plus supplementals</i>	<i>Saxon Timed Math Facts Tests</i>	<i>Saxon Timed Math Facts Tests</i>

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1-3	Google Meets/ZOOM, Independent Study	Saxon plus supplementals	Galileo starting in 3rd grade	Galileo starting in 3rd grade
4-6	Google Meets/ZOOM, Independent Study	Saxon plus supplementals	Galileo	Galileo
7-8	Google Meets/ZOOM, Independent Study	Saxon plus supplementals	Galileo	Galileo
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Google Meets/ZOOM, Independent Study	Spalding plus supplementals	DIBELS 3x/yr, Morison/McCall, McCall/Crabbs	DIBELS 3x/yr, Morison/McCall, McCall/Crabbs
1-3	Google Meets/ZOOM, Independent Study	Spalding plus supplementals	DIBELS 3x/yr, Morison/McCall, McCall/Crabbs, Galileo starting in 3 rd -grade	DIBELS 3x/yr, Morison/McCall, McCall/Crabbs, Galileo starting in 3 rd -grade
4-6	Google Meets/ZOOM, Independent Study	Spalding plus supplementals	Morison/McCall, Galileo	Morison/McCall, Galileo
7-8	Google Meets/ZOOM, Independent Study	Spalding plus supplementals	Galileo	Galileo
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	Google Meets/ZOOM, Independent Study	Harcourt plus supplementals	Regular classroom quizzes, tests, and informal assessments	Regular classroom quizzes, tests, and informal assessments
1-3	Google Meets/ZOOM, Independent Study	Harcourt plus supplementals	Regular classroom quizzes, tests, and informal assessments	Regular classroom quizzes, tests, and informal assessments

4-6	<i>Google Meets/ZOOM, Independent Study</i>	<i>Harcourt plus supplementals</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>
7-8	<i>Google Meets/ZOOM, Independent Study</i>	<i>Harcourt plus supplementals</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>Google Meets/ZOOM, Independent Study</i>	<i>Harcourt plus supplementals</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>
<i>1-3</i>	<i>Google Meets/ZOOM, Independent Study</i>	<i>Harcourt plus supplementals</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>
<i>4-6</i>	<i>Google Meets/ZOOM, Independent Study</i>	<i>Harcourt plus supplementals</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>
<i>7-8</i>	<i>Google Meets/ZOOM, Independent Study</i>	<i>Harcourt plus supplementals</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>	<i>Regular classroom quizzes, tests, and informal assessments</i>
<i>9-12</i>				

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

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.

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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
In person teaching & Zoom Meetings	Principal/ SPED Teacher	Daily	Participation Logs

Process for Implementing Action Step

Teacher will provide supports as designated in student’s 504 & IEP either in person or online. Monitoring progress will take place continuously. Review and evaluation will take place quarterly.

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
Access to approved ELL curriculum (Spalding) via Google Meets/ZOOM	Classroom Teacher	Daily	Spalding grades/ assessments

Process for Implementing Action Step

English learners will access an approved ELL curriculum (Spalding) via daily instruction from their classroom teacher via Google Classroom and/or ZOOM.

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	
	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	X	X	X	X	
	Webcast					
	Email/IM					
	Other:					

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Personal discussion	1. Classroom teacher	1. As needed	1. Email to Principal
2. Employee training on social support	2. Principal	2. August before school starts and again in October	2. Sign in sheets

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
Quarterly Assessments	Teacher/Student	Weekly/ Quarterly	Student's passing scores

Benchmark Assessments (1.a.vii)

In the tables below, list the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	Saxon & Galileo	In person & on line	After the completion of each unit
1-3	Saxon & Galileo	In person & on line	After the completion of each unit
4-6	Saxon & Galileo	In person & on line	After the completion of each unit
7-8	Saxon & Galileo	In person & on line	After the completion of each unit
9-12			

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
Kindergarten	Morrison McCall/ Spalding	In person & online	After the completion of each unit
1-3	Morrison McCall/ Spalding	In person & online	After the completion of each unit
4-6	Morrison McCall/ Spalding	In person & online	After the completion of each unit

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7-8	<i>Morrison McCall/ Spalding</i>	<i>In person & online</i>	<i>After the completion of each unit</i>
9-12			

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

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.