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.

As Amended for School Year 2025-2026: Schools in Arizona are not required to submit a Distance Learning Plan and are able to operate approved Instructional Time Models under the guidance of HB 2862 without an approved Arizona Online Instruction Program. Should schools be directed to operate in Hybrid or Distance Learning based on State and Health Department guidelines, this plan will continue to be the guiding document in providing services for students and staff.

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:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).	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	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	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 Edge School, Inc.	Charter Holder Entity ID	4421
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Rob Pecharich District Principal	
Representative Telephone Number		Cell: 520-444-6201 Work: 520-881-1389 extension 7301	
Representative E-Mail Address		robp@edgehighschool.org	

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
Edge High School Himmel Park	5860	108653001
Edge High School Northwest	80928	108653005

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 2024-2025?	180
How many instructional days did the charter school operate for School Year 2025-2026?	177

    b. *Distance Learning Option (3.b)*

Estimated Enrollment for FY 2026	150	**Start Date for In Person Learning**	8/05/2025
Estimated Number of Students Participating in Distance Learning for the Full Year	30	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	10
Please choose the option that indicates your proposed duration/plan for distance learning:	☐ 1. We intend to operate distance learning for the full year for all students. ☐ 2. We intend to operate distance learning until _____ for all students. ☐ 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☒ 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.). ☒ 5. Other (Please explain below)		
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:			

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Beginning in August 2025, Edge will offer the following:

    A) **In-person learning (5 days a week)**
    B) **Hybrid Learning (in-person 3 days a week and distance learning 2 days a week)**
    C) **Full distance learning (student works entirely from home all 5 days a week)**

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The Distance Learning plan is available for the Governing Board to implement district-wide in the event of a public health need, for site administrators to provide distance learning to students with unique circumstances that would prevent them from attending in-person or in cases in which a parent requests it.

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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?	

*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 competed 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 Tracking

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Distance Learning Google Classroom Bellwork submission daily **AND** completion of assignment in Edgenuity. 2. *Pictures of student work (notes, draft essay, research) may be sent to teacher as evidence of completed assignment.	1) Teachers	1) Daily	1) Report from Google Classroom Bell work 2) Course Progress Report in Edgenuity

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. Teachers have Google Meets open for the duration of the school day for the purpose of providing instruction to distance learners. 2. PowerSchool messages to students and support person who were absent from a class. 3. Personal phone call and/or email, texts, to students and their support persons of students who were absent from three consecutive days of class.	1. Teachers 2. Administration/Registrar 3. Teachers/Principal 4. Admin/Teachers 5. Counselor/Admin/Dean of Students	1. Daily 2. Daily 3. Every two consecutive days a student is absent 4. As needed 5. As needed for students who are absent more than 2 consecutive days with no contact	1. Schedule of and Google Meet session and print out of attendees 2. PowerSchool automated call log 3. Phone log/Emails 4. PowerSchool notes 5. Log of visits

4. Interventions implemented for struggling students per MTSS model 5. Home visits			

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
1. Teachers move existing non-online curriculum to Google Classroom or Edgenuity LMS. 2. All Staff to receive training on best practices for digital learning 3. Identified lead Distance Learning teachers will hold orientation meetings with students explaining expectations. 4. Teachers will hold virtual classrooms daily for distance learning students 5. Teachers will schedule 1on1 sessions in Google Meets to review pacing and course progress. 6. Phone calls, emails, and texts home to student and support persons when student is absent, or not making progress. 7. MTSS Team meeting several times per quarter to discuss interventions and supports of T2 and T3 students. 8. Support meetings with students and support persons held to celebrate progress and	1. Teachers 2. All Staff 3. Teachers 4. Teachers and Teaching Assistants 5. Ongoing throughout the year 6. Teachers and Principal 7. Teachers, Principals 8. Teachers, Principals 9. Counselor 10. Principals 11. Teachers	1. Completed 2021 and annually thereafter 2. As needed at transition 3. First week student is enrolled 4. Daily 5. Monthly 6. As needed 7. Every other month 8. As needed 9. Daily 10. Several Times a month 11. Daily	1. All Core Curriculum is accessible in Edgenuity. Supplemental curriculum available through IXL. 2. Roster of attendees 3. DL contact spreadsheet 4. Google Meets and list of attendees 5. Logs and list of attendees 6. Phone log and email records 7. MTSS Team Meeting Minutes and Agendas 8. Logs and list of attendees. 9. Logs and list of attendees. 10. Teacher observations 11. Reports from Edgenuity and Google Classroom

growth, or to put in place interventions to help better engage the student and improve progress. 9. Counselor to have virtual office hours to support distance learning students as needed 10. Principals to conduct observations of virtual classrooms and provide feedback and support to teachers as needed 11. Teachers track attendance utilizing Bellwork from Google classroom and course progress reports from Edgenuity		

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
1. Weekly All Staff meetings 2. Bi-weekly Campus Specific Meeting 3. Finance & Resource Director available virtually to any employee 4. Employee Assistance Program available to all staff to access free counseling, financial assistance resources, and legal resources 5. Finance & Resource Director gives updates on HR related items and support at Monthly ALL Staff Meeting 6. PLC Meetings 7. Bi-monthly MTSS Teams Meetings	1. Principals 2. Principals, teacher, TAs 3. Finance & Resource Director 4. Finance & Resource Director and Principal 5. Teachers, TA's, Principals, Academic Advisor, Dean of Students 6. Teachers, TA's, Principals, Counselor, 7. Principals, Counselor 8. Principals and counselor 9. Principals and department chairs	1. Minimum of 1x per week 2. Every other month 3. As needed 4. Accessible by any employee 24/7 5. Monthly 6. Every other month 7. Bi-monthly 8. Monthly 9. Ongoing basis	1. Meeting Agendas and Calendar 2. Meeting Agendas and Calendar 3. Handout provided to staff 4. Flyers given to staff with EAP information and posted on website 5. All Staff Meeting Agenda and minutes 6. PLC Agendas and Minutes 7. MTSS Team Meeting Agendas and Minutes 8. Administrator check-in log 9. Log of coaching sessions

8. Wellness Check-ins with each staff member			
9. Instructional Coaching Sessions			

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
*PD will be delivered in-person and virtually utilizing Microsoft Teams and Zoom. Edge will implement flipped learning where possible. 1) Pre-service PD will take place from July 30th-August 4th. 2) Once school starts Wednesday afternoons will be reserved for PD and PLCs. 3) At the start of each grading quarter and full day of PD is built into the calendar.	1) Principals, SPED Director, Finance & Resource Director 2) Principals, Finance & Resource Director, Counselor, Department chairs, teachers, and teaching assistants 3) Principals, Finance & Resource Director	1) 3 Preservice Days 2) Weekly 3) Quarterly	1. PD Calendar and List of attendees from virtual platforms 2. PD calendar, list of attendees from virtual platforms, PLC minutes and agendas 3. PD Calendar, list of attendees from virtual platforms

List Specific Professional Development Topics That Will Be Covered

- Mission & Vision
- Student Engagement
- Student Handbook/Teacher Handbook
- Academic Integrity and Artificial Intelligence Use Policy
- Best Practices in Distance Learning (as needed)
- Distance Learning Plan
- MTSS Orientation to Resources, Documents, Intervention Protocols
- Tracking attendance and monitoring progress for in person (and distance learners as needed)
- Mandatory Reporting
- SPED Training and Child Find
- Homeless Youth Training
- Data Analysis Protocol
- Data Informed Decision Making

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		
Personal Contact and Discussion	x	x	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:			
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)			
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten			
1-3			

4-6				
7-8				
9-12	1) Independent Study 2) Small Group and Individual Direct Instruction	1) Edgenuity ELA/Math, IXL 2) Google Meets/Google Classroom	1) Quizzes, self-reflection, analysis of student work, writing prompts 2) Questioning Strategies, writing prompts, quizzes, self-reflection, analysis of student work, draft assignments, bell work (daily)	1) Final Projects, Final Exams, Benchmark assessments 2) Final Projects, Final Exams, Benchmark assessments

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				
4-6				
7-8				
9-12	1. Independent Study 2. Small Group and Individual Direct Instruction	1. Edgenuity, IXL 2. Google Classroom/Google Meets	1. Quizzes, Self-reflection, analysis of student work, writing prompts (Daily) 2. Questioning Strategies, writing prompts, quizzes,	1.Final Projects (roughly quarterly), Final Exams (roughly quarterly), Benchmark assessments (Pre, mid, post) 2. Final Projects (roughly quarterly), Final Exams

			bell work, analysis of student work, draft assignments (Daily)	(roughly quarterly), Benchmark assessments (Pre, mid, post)

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science/History)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				
4-6				
7-8				
9-12	1.Independent Study 2.Small Group and Individual Direct Instruction	1.Edgenuity, IXL 2. Google Classroom/Meet	1.Quizzes, Self-reflection, analysis of student work, writing prompts (Daily) 2.Questioning Strategies, writing prompts, quizzes, bell work, analysis of student work, draft assignments (Daily)	1.Final Projects (roughly quarterly), Final Exams (roughly quarterly), Benchmark assessments (Pre, mid, post) 2. Final Projects (roughly quarterly), Final Exams (roughly quarterly), Benchmark assessments (Pre, mid, post)

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten				
1-3				
4-6				
7-8				

| 9-12 | 1.Independent Study

2.Small Group and Individual Direct Instruction utilizing Google Classroom & Meets | 1.Edgenuity, IXL

2. Google Classroom/Meets | 1.Quizzes, Self-reflection, analysis of student work, writing prompts (Daily)

2.Questioning Strategies, writing prompts, quizzes, bell work, analysis of student work, draft assignments (Daily) | 1.Final Projects (roughly quarterly), Final Exams (roughly quarterly), Benchmark assessments (Pre, mid, post)

2. Final Projects (roughly quarterly), Final Exams (roughly quarterly), Benchmark assessments (Pre, mid, post) |

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.*https://www.youtube.com/watch?v=Iyl-GY1_sG0

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. Identify students with disabilities 2. Learning Opportunities are equitable and barriers are removed. Edge will ensure access to technology and connectivity. 3. SPED students may be offered opportunity to access	1. Registrar, Receptionist, and SPED Director and SPED Teachers, testing evaluators 2. SPED Staff, Principals, Finance Director, IT Director, online service providers such as Speech/Language therapist 3. SPED Director/Principals, general education teachers	1. At beginning of year and as students enroll throughout the year as students are identified 2. At beginning of year and as students enroll throughout the year and on an ongoing basis. 3. Ongoing as needed as documented in IEP 4. Start of year and ongoing	1. PowerSchool Report of Programs, Multi-Disciplinary (MET) meeting reports 2. SPED PLC, Individual Education Plans (IEPs) 3. Intervention Logs 4. Communication logs

1 on 1 support at school if they choose to do so. 4. SPED will be offered extended time schedules to support their learning.	4. SPED Director/ Principals, general education teachers		

Process for Implementing Action Step

Contact with students through Google Meets and or Zoom, phone calls, text messages, emails

At the beginning of the school year and as each new student enrolls thereafter, all files are reviewed by the receptionist, registrar, and SPED team to identify students with disabilities. In addition, 45-day screens are completed on all students to catch any students not previously identified. SPED Team and administration will make contact with families and discuss any barriers to success while distance learning. Edge will work to address any barriers. Instructional staff is notified of students on their rosters with IEPS. Coaching and training provided to teachers to meet to ensure teachers are aware and have efficacy in providing accommodations and any modification required.

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. Identify English Language Learners	2. ELL Coordinator and School Test Administrator	1. At the beginning of the school year and as students enroll through the year.	1. Student completion of AZELLA Placement testing through Pearson. Review of students' records for continuing ELL students. Reassessment Testing in Spring for students who test below Proficient or are continuing ELL students.
2. Edge will ensure access to technology and connectivity.	3. ELL Team, Principals, Finance Director, IT Director	2. At the beginning of the year and as students enroll on an ongoing basis.	2. ELL Team Meeting Agenda and Minutes. Communication with parent/guardian and student.
3. ELL Students will be offered 1 on 1 support, small group instruction, Intervention classes in Math and English (if determined by screening assessment), and Double	4. ELL Coordinator, Tier 2 and Tier 3 Teaching staff, Core Curriculum Teaching Staff	3. Ongoing	3. Intervention menus, Intervention Logs, Parent/Student/ELL TEAM Meetings, PowerSchool Reports

English – two English class periods per day (100 minutes per day). 4. ELL students will be offered extended time to support learning. 1. 5. ELL students will have access to standards-aligned computer-based curriculum and assessment in all core subjects for support and reinforcement. (IXL and Edgenuity)	5. ELL Coordinator, Core Curriculum Staff, Principals 6. ELL Coordinator and Core Curriculum Staff	4. Beginning of the year and ongoing 5. Ongoing	4. Communication Logs, PowerSchool Schedule 5. Computer Software-generated reports and analytics, Objective Sheets, PowerSchool

Process for Implementing Action Step

Edge will follow the protocol for AZELLA testing and ELL Program Management as prescribed by the ADE- OELAS. In addition, AZELLA testing will be provided in accordance with CDC Guidelines and every effort will be made to test each student individually when possible. Historically, EDGE has had a low ELL population – under 10 students per school year.

ELL students will be identified at enrollment throughout the 2025-2026 school year and based on review of Home Language Survey/school records, referred for AZELLA Placement testing. ELL students who score below Proficient will attend Parent/Student, ELL Team meeting to prepare the ELL Academic plan. Meetings will be held by Zoom, Phone, FaceTime, or Google Meets. Any changes to the plan or requests will be by Parent/Student/ELL Team virtual /phone documented meeting/communication log.

Students currently identified as ELL at enrollment will be offered the above ELL services in accordance with ADE-OELAS requirements and retested with Spring AZELLA Reassessment Test to measure growth.

Students who score below Proficient on AZELLA Reassessment will continue to be offered ELL services (online) until such time the student tests Proficient on AZELLA Reassessment.

At enrollment, all identified ELL students will be provided with technology and access to connectivity confirmed to ensure equitable learning. Training will be provided and ongoing support will be available from Core teachers throughout the school year.

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					x
	Phone					x
	Webcast					
	Email/IM					x
	Other: Google Meets					
	Other II: Student Assistance Program which pays for free virtual counseling for any student through a third party vendor					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
1. Edge will publish counseling options available to students on the school's website. This will include access to Edge's counselor, the counseling through the Student Assistance Program, and counseling through Edge's partners: LaFrontera, COPE Pathways, and Casa De Los Ninos	1. Principal 2. Principal/3rd Party Facilitator 3. Counselor/Principal 4. Counselor 5. Counselor 6. Counselor 7. Counselor 8. Counselor/Principal 9. Counselor/Principal/Deans Of Students/ Registrar	1. Early August to start the year and ongoing as needed. 2. Pre-service days 3. Month of August 4. Weekly 5. Weekly 6. Weekly 7. Weekly 8. Beginning of year and as needed	1. Counseling options posted on website. 2. PD sign in sheets 3. Completed surveys 4. Counselor records of student and date met with. (No other information recorded for privacy) 5. Counselor posted schedule and records of date and time (No

2. Edge will provide professional development to all staff on social emotional support students may need as a result of pandemic and social justice issues. 3. Edge will create social emotional survey and have students complete it to provide insight to the types of issues students are facing. This information will help guide additional supports the school can put in place. 4. Edge's Counseling Department will hold open virtual meetings weekly so distance learning students have access to school counselors. 5. Drop In (In-person, phone, or virtual) time available weekly. 6. Blocks of time dedicated for scheduled counseling sessions available weekly. 7. Videos related to Social Emotional Learning and Self-care posted on Edge's website 8. Students are identified and placed into MTSS Tier for Support		9. Beginning of year and as needed	other information recorded for privacy) 6. Counselor posted schedule and records of date and time (No other information recorded for privacy) 7. Counselor posted schedule and records of date and time (No other information recorded for privacy) 8. Resources for Social Emotional Learning and Self-care linked to Edge's website. 9. MTSS Tier Category in Tyler SIS

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. Mastery Learning set to 70% for **all** assignments in all online courses.	1. Curriculum Coordinator/Teachers 2. Teachers	1. Beginning of the year 2. Ongoing	1. On-line curriculum settings 2. Rubrics and graded student work

2. Rubrics used for end of course projects and formal essays			

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			
1-3			
4-6			
7-8			
9-12	IXL's Level Up	In-person testing center available in addition to at home protocols	Students take the benchmark 3x a year (upon enrollment, at semester, and end of year)

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			
1-3			
4-6			
7-8			
9-12	IXL's Level Up	In-person testing center available in addition to at home protocols	Students take the benchmark 3x a year (upon enrollment, at semester, and end of year)

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.