

### Charter Holder Information

<b>Charter Holder Name</b>	<b>Paramount Education Studies, Inc</b>
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### School Information

*\*In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

<b>School Name</b>
<b>Paramount Academy</b>

### 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.*

<b>How many instructional days will the charter school operate for School Year 2020-2021?</b>	<b>180</b>
<b>How many instructional days did the charter school operate for School Year 2019-2020?</b>	<b>180</b>

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

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Estimated Enrollment for FY 2021	241	Start Date for Distance Learning	8/3/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	15	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	241
<p><b>Please choose the option that indicates your proposed duration/plan for distance learning:</b></p> <p><input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students.</p> <p><input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students.</p> <p><input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.</p> <p><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.).</p> <p><input checked="" type="checkbox"/> 5. Other (Please explain below)</p>			
<p><b>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</b></p>			
<p>Paramount Academy will open the school year on its intended date of August 3, 2020 with 100% of all students learning virtually. Once the governor allows schools to open fully, Paramount Academy will allow a flex schedule with students to continue working via distance learning until they are ready to return fully to school. Distance learning will also be available for any student who may self-quarantine throughout the 2020-2021 school year.</p>			

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.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> <li>• Log in to Microsoft Teams</li> <li>• Attendance questionnaire</li> <li>• Attend live sessions</li> <li>• Communicate/call the office if internet is not accessible</li> <li>• Learning packet, cover sheet has attendance verification</li> <li>• Emails/phone calls from staff</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Receptionist</li> <li>• Registrar</li> </ul>	<ul style="list-style-type: none"> <li>• Daily</li> <li>• Weekly (learning packet cover sheet)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily office call log</li> <li>• Attendance questionnaire report</li> <li>• Learning Packet attendance tracker</li> <li>• Teacher Contact Log</li> <li>• Microsoft Team Login Reports</li> </ul>

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
<ul style="list-style-type: none"> <li>• Enroll all students into Microsoft Teams</li> <li>• Provide online forms for parents to confirm/modify contact and emergency contact information</li> </ul>	<ul style="list-style-type: none"> <li>• Registrar</li> <li>• Principal</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Last week of July</li> <li>• First week of school</li> <li>• Daily (teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Communication Logs</li> <li>• MS Teams Reports</li> </ul>

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<ul style="list-style-type: none"> <li>Establish communication goals for students not logging in sorted by most truant</li> <li>Post live instruction schedules on MS Teams</li> </ul>			
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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
<ul style="list-style-type: none"> <li>Log in to Microsoft Teams</li> <li>Respond to all emails/communication from parents or students</li> <li>Send emails/communication to all parents and students with learning outcomes</li> <li>Contact via email or other approved applications any students who have not communicated with teacher</li> <li>Live instruction/intervention via Microsoft Teams</li> <li>Develop Lesson Plans</li> <li>Develop learning packets</li> <li>Communicate updates and/or changes regarding school/classroom matters</li> <li>Grade assignments</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Daily (instruction, grading, and communication)</li> <li>Weekly (lesson plans and learning packets)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Learning Packets</li> <li>Contact Log</li> <li>Gradebook</li> <li>Microsoft Team Login Reports</li> </ul>

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
<ul style="list-style-type: none"> <li>Handbooks will be distributed at pre-service</li> </ul>	<ul style="list-style-type: none"> <li>HR Lead</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Last Week of July</li> <li>Bi-weekly (Wednesday)</li> </ul>	<ul style="list-style-type: none"> <li>Training materials</li> <li>Sign-in sheets</li> <li>Meeting notes and logs</li> </ul>

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<ul style="list-style-type: none"> <li>• HR Updates will be emailed to staff with training virtually as a follow-up</li> <li>• Bi-weekly staff meetings will be scheduled to update staff on new policies and procedures and updates to school-level and state-level expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Before Parent-teacher conferences</li> <li>• Before end of quarter</li> <li>• Weekly (as needed)</li> </ul>	
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c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> <li>• Professional Development calendar will be created to include trainings on Virtual Learning</li> <li>• Professional Development will take place on a bi-weekly basis</li> <li>• Virtual Coaching will take place by Administrators</li> <li>• Pre-service training will take place on Microsoft Teams, Saxon, Reading Street, and HMH Science Dimensions</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Team</li> </ul>	<ul style="list-style-type: none"> <li>• Last week of July</li> <li>• Bi-weekly (Wednesday)</li> <li>• Weekly (as needed)</li> </ul>	

List Specific Professional Development Topics That Will Be Covered

<ul style="list-style-type: none"> <li>• Microsoft Teams</li> <li>• Virtual Learning vs Brick-and-Mortar Learning</li> <li>• Saxon Math</li> <li>• Saxon Phonics (K-1)</li> <li>• Lesson Plans and Differentiation</li> <li>• Social-Emotional Learning in a Virtual Environment</li> <li>• CDC-approved cleaning procedures</li> <li>• First-Aid/Blood Borne Pathogens/CPR</li> </ul>
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### 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
<b>What was Used to Establish Need?</b>			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data		X	X
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)		X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:	X		
<b>When will stakeholders have access to IT Support Availability?</b>			
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<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>Direct Instruction via Microsoft Teams</i>	<i>Saxon Math</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>

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1-3	<i>Direct Instruction via Microsoft Teams</i>	<i>Saxon Math</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>
4-6	<i>Direct Instruction via Microsoft Teams</i>	<i>Saxon Math</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>
7-8	<i>Direct Instruction via Microsoft Teams</i>	<i>Saxon Math</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>
9-12	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<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>Direct Instruction via Microsoft Teams</i>	<i>Saxon Phonics</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>
<i>1-3</i>	<i>Direct Instruction via Microsoft Teams</i>	<i>Saxon Phonics (1), Reading Street (2-3)</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>
<i>4-6</i>	<i>Direct Instruction via Microsoft Teams</i>	<i>Reading Street (4-5), Prentice Hall (6)</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>
<i>7-8</i>	<i>Direct Instruction via Microsoft Teams</i>	<i>Prentice Hall</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<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>Direct Instruction via Microsoft Teams</i>	<i>Scott Foresman Science</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>
<i>1-3</i>	<i>Direct Instruction via Microsoft Teams</i>	<i>Scott Foresman Science</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>
<i>4-6</i>	<i>Direct Instruction via Microsoft Teams</i>	<i>Scott Foresman Science (4-5), Science Dimensions (6)</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>
<i>7-8</i>	<i>Direct Instruction via Microsoft Teams</i>	<i>Science Dimensions</i>	<i>Proctored, bi-weekly assessments</i>	<i>Proctored, Quarterly assessments</i>

9-12	N/A	N/A	N/A	N/A
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<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<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	Direct Instruction via Microsoft Teams	Heath Social Studies	Proctored, bi-weekly assessments	Proctored, Quarterly assessments
1-3	Direct Instruction via Microsoft Teams	Heath Social Studies	Proctored, bi-weekly assessments	Proctored, Quarterly assessments
4-6	Direct Instruction via Microsoft Teams	Heath Social Studies	Proctored, bi-weekly assessments	Proctored, Quarterly assessments
7-8	Direct Instruction via Microsoft Teams	Heath Social Studies	Proctored, bi-weekly assessments	Proctored, Quarterly assessments
9-12	N/A	N/A	N/A	N/A

**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.*

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<ul style="list-style-type: none"> <li>Small group virtual specialized instruction according to students individualized educational plan.</li> </ul>	<ul style="list-style-type: none"> <li>Special Education Teacher / Coordinator</li> <li>Related Service Provider(s)</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Weekly per IEP Plan</li> <li>Annual or as needed</li> <li>As needed</li> <li>As stated in IEP</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Service Logs / Related Services Log</li> <li>IEP Documents</li> <li>Teacher Collaboration Logs</li> </ul>



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<ul style="list-style-type: none"> <li>Annual IEP meetings or as needed.</li> <li>Virtual Teacher Collaboration for accommodations as needed.</li> <li>Virtual Progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>General Education Teacher</li> <li>As stated in IEP</li> </ul>		<ul style="list-style-type: none"> <li>Teacher Progress Monitoring Logs / Related Services Log</li> </ul>
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**Process for Implementing Action Step**

*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
<ul style="list-style-type: none"> <li>Scheduled Interventions with ELL Coordinator through Microsoft Teams</li> <li>Meetings between ELL Coordinator and Teachers</li> <li>Professional Development on ELL Learners</li> <li>Sample test data analysis</li> </ul>	<ul style="list-style-type: none"> <li>ELL Coordinator</li> <li>Teachers</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Daily per SEI Plan</li> <li>Quarterly (assessments)</li> <li>Bi-weekly (Wednesday) for PD</li> </ul>	<ul style="list-style-type: none"> <li>Sign-in sheets</li> <li>SEI Plan</li> <li>Sample Tests</li> <li>Student artifacts and documents</li> </ul>

**Process for Implementing Action Step**

A team will be created through Microsoft Teams for the ELL Coordinator. With new ELL expectations, students are to be met with on a daily basis for a one-hour period. The ELL Coordinator will coordinate with parents and students to schedule intervention times for the grade levels K, 1, 2-3,4-5,6-8. New students with a PHLOTE form indicating the need for a placement test will be scheduled to take place in the computer lab (Grades 3-8) or in the ELL Coordinator’s office (K-2). The ELL Coordinator will hold a training during pre-service explaining the new policies for ELL students and share intervention information and assessment data with homeroom teachers to build classroom-level interventions.

**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**

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<b>Social Emotional Learning</b>	Teacher Check-in	X	X	X	X	N/A
	Packet of Social and Emotional Topics	X	X	X	X	N/A
	Online Social Emotional videos	X	X	X	X	N/A
	Parent Training	X	X	X	X	N/A
	Other:					

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone	X	X	X	X	N/A
	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
<ul style="list-style-type: none"> <li>• Purchase social-emotional curriculum</li> <li>• Train teachers on new curriculum</li> <li>• Integrate curriculum into school day and other subject areas</li> <li>• Hire counselor</li> <li>• Partner with ESS for training on child development PD and SEL PD</li> </ul>	<ul style="list-style-type: none"> <li>• Administration Team</li> <li>• Principal</li> <li>• ESS Director</li> <li>• SPED Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Late July</li> <li>• Last week of July</li> <li>• Bi-weekly (meetings)</li> <li>• Weekly (as needed)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Sign-in sheets</li> </ul>

### 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.*

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> <li>• Training on Edulastic benchmark assessment tool</li> <li>• Creation of Proctor attestation form for online assessments</li> <li>• Develop Assessment Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• District Testing Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-weekly (Saxon)</li> <li>• Quarterly (benchmark assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• Proctor Attestation Form</li> <li>• Assessment Calendar</li> <li>• Data reports</li> </ul>

### 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.

<b>Benchmark Assessments (Math)</b>			
	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 Math	Proctored online	August, November, February, May
1-3	Spectrum (1,2), Edulastic (3)	Proctored online	August, November (Edulastic), February (Edulastic), May
4-6	Edulastic	Proctored online	August, November, February, May
7-8	Edulastic	Proctored online	August, November, February, May
9-12	N/A	N/A	N/A

<b>Benchmark Assessments (ELA)</b>			
	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	DIBELS	In Person	September, January, April
1-3	DIBELS (1-3), Edulastic (3)	In Person (DIBELS), Proctored online	August (Edulastic), September (DIBELS), November (Edulastic), January (DIBELS), February (Edulastic), April (DIBELS), May (Edulastic)
4-6	Edulastic	Proctored online	August, November, February, May
7-8	Edulastic	Proctored online	August, November, February, May

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9-12	N/A	N/A	N/A
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