

## **Safe Return to In-Person Instruction & Continuity of Services Plan**

The plan for safe return to in-person instruction includes information regarding COVID-19 mitigation strategies to help schools maintain safe, in-person learning, as well as information regarding the continuity of services and some of the ways funding provided under ESSER grants may help schools achieve these plans.

This plan will be implemented at each BASIS Charter School, with appropriate adjustments based on each school's needs, environment, and student population. Those items described in the mitigation plan as required by all schools will be implemented by all and those optional best practices will be implemented at each school's discretion based on unique circumstances. Schools will have necessary flexibility to ensure continuity of services and instruction and may vary in the specific ways funds provided by ESSER grants are allocated based on the needs of their students and staff.

This plan was presented to the BASIS Charter Schools School Governing Bodies in a public meeting to allow an opportunity for members of the public, including parents, staff and other members of the schools' communities to comment. This plan will undergo periodic reviews and be updated according to appropriate current practices and needs, as required under ARP ESSER.

### **Continuity of Services**

- BASIS Charter Schools will return to 100% in-person instruction in classrooms.
- Schools will maintain continuity of services in-person using mitigation strategies outlined above, which may, in part, be undertaken with assistance of funding obtained through ESSER grants.
- Schools will address students' academic, social-emotional, and other needs during in-person instruction in a variety of ways during in-person instruction.
- Funding provided under ESSER grants will assist the schools in meeting academic needs by allowing the schools to introduce additional interventions using new and existing faculty and staff and instructional materials to help close learning gaps that may have been created during the pandemic.
- Social-emotional needs may be addressed through access to staff, materials, and expanded SEL opportunities, as well as opportunities to reacclimate to in-person instruction, such as back to school tours or events, all of which may be supported by ESSER funding.
- ESSER funding may allow staff access to professional development to help them provide meaningful academic interventions and social-emotional learning.

- BASIS.ed also provides comprehensive benefits to school staff that can assist with their emotional and mental health needs related to the return to full in-person instruction. The healthcare plan and Employee Assistance Program offer methods for staff to seek assistance with these needs.

## Continuity of Instruction

- The attached BASIS Charter Schools SY 2021-2022 Instructional Time Model adopted by the BASIS Charter Schools School Governing Bodies after two public meetings is incorporated to provide for continuity of educational services and instruction for students who require remote instruction due to extenuating circumstances, such as students who must quarantine due to a confirmed case of COVID-19 or confirmed exposure to COVID-19.

## Adoption in Public Meetings

The Safe Return to In-Person Plan, which includes the Mitigation Plan and Continuity of Services Plan, was originally adopted by the BASIS Charter Schools School Governing Bodies in a public meeting on July 13, 2021. The Instructional Time Model was reviewed by the BASIS Charter Schools School Governing Bodies in a public meeting on July 13, 2021 and adopted in a public meeting on July 30, 2021. These plans were adopted for the following schools:

BASIS Ahwatukee, BASIS Chandler, BASIS Chandler Primary North Campus, BASIS Chandler Primary South Campus, BASIS Goodyear, BASIS Goodyear Primary, BASIS Flagstaff, BASIS Mesa, BASIS Oro Valley, BASIS Oro Valley Primary, BASIS Peoria, BASIS Peoria Primary, BASIS Phoenix, BASIS Phoenix Primary, BASIS Phoenix Central, BASIS Phoenix South, BASIS Prescott, BASIS Scottsdale, BASIS Scottsdale Primary East Campus, BASIS Scottsdale Primary West Campus, BASIS Tucson Primary, and BASIS Tucson North.

# Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



Entity ID	CTDS	LEA NAME
549803	078282000	BASIS Charter Schools, Inc. – BASIS Phoenix South

How the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the Centers for Disease Control and Prevention (CDC)

CDC Safety Recommendations	Has the LEA Adopted a Policy? (Y/N)	Describe LEA Policy:
Universal and correct wearing of masks	Y	<p>All policies described in this document for items marked “Y” in the adjacent column were originally approved in the summer of 2021 by the School Governing Bodies in a public meeting as a part of the “BASIS Charter Schools Safe Return to In-Person Instruction &amp; Continuity of Services Plan SY2021-2022.” The items in this plan have been reviewed by the School Governing Bodies periodically in public meetings at least once every 6 months, including January 2022 and July 2022. The Safe Return to In-Person Instruction plan includes a mitigation plan, a continuity of services plan, and the instructional time model (ITM) for distance learning, pursuant to H.B. 2862.</p> <p>-----</p> <p>Face coverings are strongly encouraged for ALL students, teachers, staff, and visitors while indoors on campus when the Community Level is high.</p>
Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding)	Y	<ul style="list-style-type: none"> <li>• <u>Guiding Principle:</u> A safe and coordinated entrance into the building.</li> <li>• <u>Required:</u> Hand sanitizing stations must be present at all entry points for students.</li> <li>• <u>Required for Front Lobby:</u> COVID-19 signage that lists commons symptoms at entrance; hand sanitizing station</li> <li>• <u>Optional for Front Lobby:</u> Plexi glass sneeze guard on front office window.</li> </ul>
Handwashing and respiratory etiquette	Y	<ul style="list-style-type: none"> <li>• <u>Required:</u> Hand sanitizing stations must be present at all entry points for students.</li> <li>• Hand sanitizer will be available to students before and after recess.</li> </ul>
Cleaning and maintaining healthy facilities, including improving ventilation	Y	<ul style="list-style-type: none"> <li>• <u>Required:</u> Disinfect and sanitize recess spaces daily.</li> <li>• <u>Recommended Best Practice:</u> Consider using a sprayer to disinfect large areas or items with ease.</li> <li>• <u>Required for Restrooms:</u> <ul style="list-style-type: none"> <li>○ Sinks need to be tested to ensure water flows for a minimum 30 seconds.</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ Schools must develop a regular and frequent cleaning schedule of restrooms.</li> </ul> <p><u>Required:</u> COVID-19 signage that lists common symptoms at entrance.</p> <p><u>COVID-19 Decontamination Protocol:</u> When responding to a request to decontaminate a space that has been confirmed as a COVID-19 exposure location, the following protocols MUST be followed:</p> <ul style="list-style-type: none"> <li>● Confirm the space was last occupied by the exposed person a minimum of 24 hours prior.</li> <li>● Use the required PPE to ensure your personal safety in the decontamination process: Gloves, face covering, eye protection, disposable gown</li> <li>● Thoroughly clean the space using appropriate cleaning products.</li> <li>● Optional: Use the Electrostatic sprayer to disinfect the applicable room.</li> </ul>
<p>Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments</p>	<p>Y</p>	<p><u>Students who appear sick:</u></p> <p>If a student should become ill during the school day, and exhibit any of the following:</p> <ul style="list-style-type: none"> <li>● Feverish/sweaty/flushed/warm to the touch not due to running or physical activity</li> <li>● Chills/shaking due to being cold, when others are not displaying the same symptoms</li> <li>● Continuous coughing (not due to choking on water/saliva, chronic asthma/allergies)</li> <li>● Having difficulty breathing and/or visibly looking distressed</li> <li>● A temperature at or above 100.4 degrees</li> <li>● Vomiting or diarrhea</li> <li>● Indicators of an infectious illness (e.g. chicken pox, pink eye, influenza, etc.).</li> </ul> <ul style="list-style-type: none"> <li>✓ Please provide the student with a health room pass and send the student to health room to be triaged</li> <li>✓ Ask student to wear a mask, although not required</li> <li>✓ Contact parents or guardian immediately to pick up their student</li> <li>✓ Staff will also ask the parent/guardian if the student in the previous two weeks has had close contact with someone who had a confirmed case of COVID-19. If the answer is</li> </ul>



		<p>yes. The “COVID-19 Exposure” screening process will be followed.</p> <p><u>When sick students can return to school:</u>                  If a student COMES TO SCHOOL with higher risk COVID-19 symptoms such as cough, fever, shortness of breath or loss of taste and smell, parents will need to pick the student up from school and they can return once the following conditions are met:</p> <ul style="list-style-type: none"> <li>• The child should be fever free for at least 24 hours without the use of fever reducing medication; and</li> <li>• should not have any signs or symptoms of illness.</li> </ul> <p>For students who are ill and DO NOT COME TO SCHOOL, they may return if, in accordance with our current return to school procedures:</p> <ul style="list-style-type: none"> <li>• They are fever free (less than 100.4 degrees) for at least 24 hours without the use of fever reducing medication;</li> <li>• And they have no other signs or symptoms of illness.</li> </ul> <p><u>Confirmed Exposure to COVID-19 (Quarantine)</u>                  Follow all applicable state, county, and local requirements with respect to quarantining, isolation, and returning to school. In the absence of any specific requirements set forth by local authorities, the School will refer to the guidelines set forth by the CDC. See Appendix of the Mitigation Plan posted on each school’s website for the current processes related to quarantine following confirmed exposure to COVID-19. These processes are subject to change as required by modified guidance from federal, state, or local authorities and/or school management decisions based on current conditions and other relevant factors.</p> <p><u>Confirmed Cases of COVID-19 (Isolation)</u>                  Follow all applicable state, county, and local requirements with respect to quarantining, isolation, and returning to school. In the absence of any specific requirements set forth by local authorities, the School will refer to the guidelines set forth by the CDC. See the Appendix of the Mitigation Plan posted on each school’s website for the current processes related to confirmed cases of COVID-19. These processes are subject to change as required by modified guidance from federal, state, or local authorities and/or school management</p>
--	--	--

## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



		decisions based on current conditions and other relevant factors.
Diagnostic and screening testing	N	The school will provide test kits to families if they have them available, upon parent request.
Efforts to provide vaccinations to school communities	N	Information regarding vaccines and their availability to the school community, including staff and parents, is available.
Appropriate accommodations for children with disabilities with respect to health and safety policies	N	<p>No specific policy for accommodations with respect to health and safety were adopted. However, the school takes steps to ensure students with disabilities (or others with disabilities) can access the school facilities and environments and materials necessary for their learning in a manner consistent with the Americans with Disabilities Act, the school's special education policies and procedures, and the below notice of non-discrimination.</p> <p><b><u>NOTICE OF NON-DISCRIMINATION:</u></b>                      In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Boy Scouts of America Equal Access Act and applicable state law, BASIS* does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, disability, gender identity or expression, or any other classification protected by law in any of its business activities, including its educational programs and activities which comply fully with the requirements of state and federal law and Title IX. The following person has been designated to handle inquiries regarding BASIS' non-discrimination policies: Beverly Traver, Compliance &amp; Equity Investigator, 7975 N. Hayden Road, Suite B202, Scottsdale, AZ 85258, (480)289-2088 ext. 147. *As used in this policy, the term "BASIS" refers to: BASIS Educational Group, LLC, BASIS Charter Schools, Inc., BASIS Texas Charter Schools, Inc., BDC, A Public School, Inc., BBR Schools, Inc., and all affiliated entities.</p>
Coordination with State and local health officials	Y	Covid cases are no longer regularly reported to local health officials, in keeping with current requirements. The school will follow all applicable local and state health agency requirements.

## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



How the LEA will ensure **continuity of services**, including but not limited to services to address **students' academic needs and students' and staff social, emotional, mental health, and other needs**, which may include **student health and food services**

### How the LEA will Ensure Continuity of Services?

The plan for safe return to in-person instruction includes information regarding COVID-19 mitigation strategies to help schools maintain safe, inperson learning, as well as information regarding the continuity of services and some of the ways funding provided under ESSER grants may help the school achieve these plans. (Note: The below strategies **may** be used by the school and funding provided by ESSER grants **may** be one possible funding source.)

### Students' Needs:

<p>Academic Needs</p>	<p>BASIS Phoenix South is operating 100% in-person instruction in classrooms.</p> <ul style="list-style-type: none"> <li>For standard, in-person instruction the school will continue to meet the required instructional hours using minutes of operation and in-person instruction provided to students in our brick-and-mortar facilities. The schools will have 180 instructional days during the 2022-23 school year. BASIS Charter Schools instructional minutes meet, and often exceed, the minimum requirements stipulated by A.R.S. § 15-901. Total instructional minutes will vary by grade level and by subject.</li> </ul> <p>Funding provided under ESSER grants will assist the school in meeting academic needs by allowing the schools to introduce additional interventions using new and existing faculty and staff and instructional materials to help close learning gaps that may have been created during pandemic years. ESSER funds have assisted schools to upgrade information systems and technology to enhance the learning environment.</p> <p>The school will continue to implement a robust system of academic supports for students, including student hours during which students can access any teacher for help, assistance from deans or the Director of Academic Programs, or formalized academic interventions, in consultation with parents.</p>
<p>Social, Emotional and Mental Health Needs</p>	<ul style="list-style-type: none"> <li>Social-emotional needs may be addressed through access to staff, materials, and expanded SEL opportunities and SEL curriculum purchased with assistance of ESSER funds.</li> <li>ESSER funding may allow staff access to professional development to help them provide meaningful academic interventions and social-emotional learning.</li> <li>The school may offer counseling services to any student as determined appropriate on a case-by-case basis because of a demonstrated need related to school performance or functioning in the school environment.</li> <li>The school will continue to implement its social and behavioral supports for students, including assistance from deans or the Director of Student Affairs, or formalized behavioral interventions, in consultation with parents.</li> </ul>
<p>Other Needs (which may include student health and food services)</p>	<ul style="list-style-type: none"> <li>Students whose families are experiencing economic hardship may qualify for financial aid to assist with access to after school programming or fee-based extracurricular activities, etc.</li> </ul>

## Safe Return to In-Person Instruction and Continuity of Services Plan (ARP Act)



	<ul style="list-style-type: none"> <li>• Students experiencing homelessness who are eligible under the McKinney-Vento Homeless Assistance Act will be provided community resources and may be provided services, when appropriate, such as transportation.</li> <li>• The school participates in the National School Lunch Program under which students who are eligible receive free or reduced price meals.</li> </ul>
<b>Staff Needs:</b>	
Social, Emotional and Mental Health Needs	BASIS.ed provides comprehensive benefits to school staff that can assist with their emotional and mental health needs. The healthcare plan and Employee Assistance Program offer methods for staff to seek assistance with these needs.
Other Needs	If positive for COVID-19, school staff may take time off from a limited COVID-19 “leave bank” rather than using standard personal time off.

The LEA must **regularly, but no less frequently than every six months** (taking into consideration the timing of significant changes to CDC guidance on reopening schools), **review and, as appropriate, revise its plan** for the safe return to in-person instruction and continuity of services **through September 30, 2023**

**Date of Revision**

**Last Updated on July 13, 2022**

### Public Input

Describe the process used to seek public input, and how that input was taken into account in the revision of the plan:

School staff and parents receive regular information and communication regarding Covid protocols and in-person learning. The school distributes information through the Parent Square system, newsletters, and campus events. The Safe Return to In-Person Instruction Plan and its component parts were reviewed and approved in public School Governing Body meetings that included the opportunity for written or verbal public comments. This plan and/or its components were most recently reviewed and/or approved in a public meeting on July 13, 2022. This plan will be reviewed periodically as necessary to ensure its efficacy. The Safe Return to In-Person Learning Plan and a Mitigation Plan are both prominently linked on the school’s website.





## U.S. Department of Education Interim Final Rule (IFR)

### (1) LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

- (a) An LEA must describe in its plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services—
- (i) how it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:
    - (A) Universal and correct wearing of masks.
    - (B) Modifying facilities to allow for physical distancing (*e.g.*, use of cohorts/podding)
    - (C) Handwashing and respiratory etiquette.
    - (D) Cleaning and maintaining healthy facilities, including improving ventilation.
    - (E) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
    - (F) Diagnostic and screening testing.
    - (G) Efforts to provide vaccinations to school communities.
    - (H) Appropriate accommodations for children with disabilities with respect to health and safety policies.
    - (I) Coordination with State and local health officials.
  - (ii) how it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.
- (b)(i) During the period of the ARP ESSER award established in section Start Printed Page 212022001(a) of the ARP Act, an LEA must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in-person instruction and continuity of services.
- (ii) In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account
  - (iii) If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.
- (c) If an LEA developed a plan prior to enactment of the ARP Act that meets the statutory requirements of section 2001(i)(1) and (2) of the ARP Act but does not address all the requirements in paragraph (a), the LEA must, pursuant to paragraph (b), revise and post its plan no later than six months after receiving its ARP ESSER funds to meet the requirements in paragraph (a).
- (d) An LEA's plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services must be—
- (i) In an understandable and uniform format;
  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent

## Instructional Time Model for BASIS Charter Schools (Arizona)

### Charter Holder Information

<b>Charter Holder Name:</b>	BASIS Charter Schools, Inc.	<b>Charter Holder Entity ID:</b>	
Representative authorized to submit the plan:	Shannon Chavez		
Representative Telephone Number:	480-289-2088		
Representative E-Mail Address:	<a href="mailto:Shannon.Chavez@based.com">Shannon.Chavez@based.com</a>		

### 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
BASIS Ahwatukee	91339	078212000
BASIS Chandler	90842	078589000
BASIS Chandler Primary North Campus	92997	078236000
BASIS Chandler Primary South Campus	92865	078273000
BASIS Flagstaff	90862	038707000
BASIS Goodyear	92734	078269000
BASIS Goodyear Primary	92736	078268000
BASIS Mesa	91949	078225000
BASIS Oro Valley	90508	078575000
BASIS Oro Valley Primary	92318	108404000
BASIS Peoria	90841	078588000
BASIS Peoria Primary	273398	078283000
BASIS Phoenix	91280	078403000
BASIS Phoenix Central	92349	078231000
BASIS Phoenix Primary	934316	078418000
BASIS Prescott	92320	138786000
BASIS Scottsdale	81078	07836000
BASIS Scottsdale Primary East Campus	92863	078272000
BASIS Scottsdale Primary West Campus	783027	078288000
BASIS Tucson North	91309	108737000
BASIS Tucson Primary	6361	108725000

## Background Information

With the approval of H.B. 2862, schools may adopt an Instructional Time Model (ITM) to “meet the instructional hour requirements in A.R.S. §§ 15-808 and 15-901 which provides flexibility for a school district or charter district to determine the manner in which instructional hours are provided to students, including: remote courses, project-based learning, mastery-based learning, weekend courses, or evening courses.”

To be considered full-time and generate 1.0 average daily membership (ADM), students enrolled in a brick-and-mortar school district and charter school MUST be enrolled in the following minimum number of instructional hours required pursuant to A.R.S. § 15-901:

- For high school students, 720 hours;
- For grades 4-8 students, 890 hours;
- For grades 1-3 students, 712 hours; and
- For kindergarten students, 356 hours (limited to 0.5 ADM).

## STANDARD, IN-PERSON INSTRUCTION

For standard, in-person instruction, BASIS Charter Schools will continue to meet the above-required instructional hours using minutes of operation and in-person instruction provided to students in our brick-and-mortar facilities. The schools will have 180 instructional days during the 2021-22 school year. Consequently, BASIS Charter School instructional minutes meet, and most often exceed, the minimum requirements stipulated by A.R.S. § 15-901. Total BASIS Charter School instructional minutes will vary by grade level and by subject.

## REMOTE INSTRUCTION

Although the school encourages students to participate in in-person instruction for the entire 2021-22 school year, there will be two distinct remote instruction offerings under the flexible instructional time model for remote instruction to provide for a continuity of instruction and educational services and mitigate the impacts of the COVID-19 pandemic on students' outcomes. (1) Flexible instructional time described in this model will be utilized in the event that COVID-19 related circumstances prevent students from participating in in-person instruction either temporarily or longer term if the student is approved to do so by the school. (2) Flexible instructional time described in this model will be used to enhance parent choice during the 2021-22 school year by operating an online learning program in which students may remain enrolled in their brick-and-mortar BASIS Charter School of origin but participate in remote learning for the duration of the 2021-22 school year. While the number of students eligible for and participating in these remote instruction offerings can fluctuate throughout the academic year, the number of instructional minutes delivered via remote instruction will not exceed 50% of the total instructional minutes for the year for the school.

## EXTENUATING CIRCUMSTANCES AND REMOTE INSTRUCTION

Extenuating circumstances remote instruction might be short term, such as when a student quarantines due to close contact with a person who is COVID-19-positive, or longer term for students who have approved medical exceptions. In the case of extenuating circumstances, based on the school's best judgment and in consultation with the appropriate experts, students may be approved to meet instructional time requirements through a variety of remote, project-based, and mastery-based asynchronous lessons during the 2021–22 school year. Students participating in remote asynchronous instruction will meet the instructional minutes requirement described above by completing work independently (based on teacher provided materials), submitting questions and assignments digitally to instructors, attending virtual check-ins with school administrators, and completing projects and assessments in line with the instructional objectives of the courses also completed by their in-person peers.

## BASIS SHORT TERM ONLINE PROGRAM AND REMOTE INSTRUCTION

Remote instruction through the BASIS short term online program (B-STOP) will consist of synchronous and asynchronous content delivery. Parents may opt their children in kindergarten through grade 6 into B-STOP beginning in September and they will remain in the program for the duration of the 2021–22 school year. Remote instruction will be provided through various modalities, including live, synchronous instruction, asynchronous instruction, project-based and mastery-based work, completing work independently (based on teacher provided materials), submitting questions and assignments digitally to instructors, attending virtual check-ins with school administrators, completing various assessments in-person at their brick and mortar campuses, and completing projects and assessments in line with the instructional objectives of the courses also completed by their in-person peers.

Because B-STOP is a full-year offering, rather than a temporary circumstance, B-STOP may operate with some differences compared to the brick-and-mortar instruction. Depending on a variety of factors, including but not limited to, grade levels, number of students participating, students' needs, and logistical support from campuses of origin, instructional models may be different, such as delivery of content from one teacher rather than the co-teaching model seen in brick-and-mortar primary campuses, and fewer courses may be offered consistent with staffing and logistics and students' needs. Despite these nuances, B-STOP is designed to meet the same high standards taught in all BASIS Charter Schools and help students achieve content mastery at the same level they would have access to in their brick-and-mortar classrooms, allowing students to return to in-person instruction in school year 2022-23 ready for success.

## Attendance Tracking

STANDARD, IN-PERSON INSTRUCTION: For students participating in standard, in-person instruction at our brick-and-mortar schools, the process for tracking attendance will remain as previously disseminated to teachers. At the beginning of each class period,

teachers will take attendance using PowerSchool and will mark any students who are not physically present in class as “unverified,” pending confirmation from the school's Registrar. The Registrar will then reconcile the student's whereabouts through a variety of verification methods (including verifying the attendance phone line and checking sign-out logs) before determining if there is an absence, a roster error, or some type of in-school intervention or meeting that would warrant the student's attendance status.

EXTENUATING CIRCUMSTANCES AND REMOTE INSTRUCTION: For approved students participating in remote, asynchronous instruction, verification of attendance and participation will be conducted in one of three ways with the most common method listed first:

- In addition to having an exception on file, parents will submit an attestation of the number of minutes of independent work (including preparing assignments, completing classwork or homework, viewing pre-recorded materials, reading or consulting resources, completing projects or labs, responding to teacher communication) the students have completed for each course. The form will be submitted weekly but will be disaggregated by day to ensure daily student participation. Additional minutes of work carried out during the weekend may be counted toward the instructional minutes achieved during the week.
- Student participation in virtual meetings with their school administrators for status and progress checks (e.g., via telephone or digital meeting software).
- Assignments completed and submitted by the student for each course.

To ensure that students approved for remote instruction due to extenuating circumstances are making adequate progress in their courses, these students will be assigned to participate in weekly check-ins with the Dean of Students or one of their designees. The school administrator will review progress and teacher messages with the student and will provide the student with a weekly update of their grades, as appropriate. The Dean of Students or designee may also alert parents if the student is not making adequate progress in the course material, assignments, and assessments, and may supervise remote student assessments as needed. Should the student fail to make adequate progress, the school reserves the right to invite the student to return to in-person instruction as appropriate.

B-STOP AND REMOTE INSTRUCTION: For students participating in B-STOP, verification of attendance and participation will be conducted through parent attestations.

Parents will submit an attestation of the number of minutes of work students have completed for each course (which includes participation in live meetings, preparing assignments, completing classwork or homework, viewing pre-recorded materials, reading or consulting resources, completing projects or labs, responding to teacher communication). The form will be submitted weekly but will be disaggregated by day to ensure daily student participation. Additional minutes of work carried out during the weekend may be counted toward the instructional minutes achieved during the week.

Because some instructional time will consist of course work done via asynchronous methods, students who occasionally miss regularly scheduled synchronous class periods may still accumulate sufficient instructional minutes to offset any missed time. In those cases, students will be considered in full day attendance. If missed time is not offset with comparable asynchronous instructional time, those students will be reported under partial day attendance on the relevant days, as appropriate.

Although students attending B-STOP will be held to all instructional hour requirements, as described in this ITM, B-STOP school breaks may not align with the break schedule every student would have if attending the home campus in-person. B-STOP students maintain their enrollment in their home campuses and are reported with those campuses for attendance purposes. If students' attendance does not align with their home campuses on certain days due to the B-STOP break schedule their attendance will be mapped and accounted for within internal systems and such attendance will be reported to the state in accordance with the guidance provided by the Arizona Department of Education.

## Connectivity

If the student participating in remote instruction does not have a device (e.g., laptop, tablet) or internet connectivity at home, the school will provide students with a loaner device and Wi-fi hot spot. In order to obtain either, the student/parent can contact the school directly. To help students gain access to the proprietary platform used to deliver the remote materials to the student, the school will provide students with a unique systems login that includes access to the proprietary platform as well as access to the Microsoft Office Suite (Word, Excel, PowerPoint). The school will not provide students with an e-mail address. The school IT coordinator or a designee will be available to help students gain access to the platform and resources.

## Instructional Methods and Monitoring Learning in the Remote Setting

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.*

The following tables represent the general programs and curricular content of the BASIS Charter schools, which may be altered, as appropriate, in order to meet students' learning needs, mitigate the impacts of COVID-19 on students' learning, or to address the practical logistics of remote learning but without undermining the BASIS Charter School Curriculum or standards of excellence in student outcomes.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<b><i>Educational Delivery Methodologies</i></b>	<b><i>Content Provider/Program Used</i></b>	<b><i>Formative Assessment Strategies and Frequency</i></b>	<b><i>Summative Assessment Strategies and Frequency</i></b>
<b>Kindergarten</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Saxon Math, online manipulatives	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate.	Saxon Math assessments delivered weekly
<b>1–3</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Saxon Math, online manipulatives	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate.	Grades 1-2: Saxon Math assessments delivered weekly Grade 3: Saxon Math assessments delivered weekly, Math/ Science Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring)
<b>4–6</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, PowerPoints, or	SPORK Math (4-6)	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate; practice	Grades 4-5: SPORK Math assessments delivered weekly, Math Benchmark Learning Test (network-wide examination taken

	class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.		problem feedback through SPORK platform.	in Fall, Winter, and Spring) Grade 6: SPORK Math assessments delivered weekly, Math Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)
<b>7-8</b>	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	SPORK Math	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate; practice problem feedback through SPORK platform.	SPORK Math assessments delivered weekly, Math Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)
<b>9-12</b>	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Saxon Math, SPORK Math	Checks for understanding and exit tickets in the form of turned in assignments and short assessments, when appropriate; practice problem feedback through SPORK platform.	Saxon/SPORK Math assessments delivered weekly, AP examinations



<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<b><i>Educational Delivery Methodologies</i></b>	<b><i>Content Provider/Program Used</i></b>	<b><i>Formative Assessment Strategies and Frequency</i></b>	<b><i>Summative Assessment Strategies and Frequency</i></b>
<b>Kindergarten</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Logic of English; BASIS Charter School Curriculum including content created by Mentors during COVID-19	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Logic of English Literacy assessments; FastBridge EarlyReading and aReading assessments (taken in Fall, Winter, and Spring)
<b>1-3</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	Logic of English; BASIS Charter School Curriculum including content created by Mentors during COVID-19 based on state standards and internal course objectives, mentor selected novels (3)	Checks for understanding and exit tickets via assignments, completion of projects or classwork	All: Spelling and Grammar assessments delivered; Logic of English phonics assessments delivered as appropriate. Grade 1: FastBridge EarlyReading and aReading assessments (taken in Fall, Winter, and Spring) Grades 2: FastBridge CBMReading and aReading assessments (taken in Fall, Winter, and Spring)

				Grade 3: FastBridge CBMReading and aReading assessments (taken in Fall, Winter, and Spring); Humanities Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring); writing assignments
<b>4-6</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by Mentors during COVID-19 based on state standards and internal course objectives, mentor selected novels	Checks for understanding and exit tickets via assignments, completion of projects or classwork	All: Grammar assessments delivered via Microsoft Forms, unit assessments, writing assignments Grade 4: FastBridge CBMReading and aReading assessments (taken in Fall, Winter, and Spring); English Benchmark Learning Test (network-wide examinations taken in Fall, Winter, and Spring) Grade 5: English Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring) Grade 6: English Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)

<b>7-8</b>	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by Mentors during COVID-19 based on state standards and internal course objectives, mentor selected novels	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Unit assessments, writing assignments, English Pre-Comprehensive & Comprehensive exam (network-wide examination taken in Winter & Spring)
<b>9-12</b>	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by Mentors during COVID-19 based on state standards and internal course objectives, mentor selected novels	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Writing assignments, unit assessments, AP examinations

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<b><i>Educational Delivery Methodologies</i></b>	<b><i>Content Provider/Program Used</i></b>	<b><i>Formative Assessment Strategies and Frequency</i></b>	<b><i>Summative Assessment Strategies and Frequency</i></b>
<b>Kindergarten</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by Mentors during COVID-19 based on state standards and internal course objectives	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Civics/History/Science assessments delivered via Microsoft Forms
<b>1-3</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments	BASIS Charter School Curriculum including content created by Mentors during COVID-19 based on state standards and internal course objectives; Pearson Interactive Science, Pearson Elevate Science*	Checks for understanding and exit tickets via assignments, completion of projects or classwork	Science assessments delivered via Microsoft Forms, project and/or lab completion

	and pre-recorded videos of a particular skill or concept when available.	<i>*Science program is dependent on campus</i>		
<b>4-6</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by Mentors during COVID-19 based on state standards and internal course objectives; PhET Interactive Simulations (6)	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	All: Unit science assessments via Microsoft Forms, projects and lab reports Grade 5: Science Benchmark Learning Test (network-wide examination taken in Fall, Winter, and Spring) Grade 6: Biology, Chemistry, and Physics Pre-comprehensive & comprehensive exams (network-wide examinations taken in Winter & Spring)
<b>7-8</b>	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	BASIS Charter School Curriculum including content created by Mentors during COVID-19 based on state standards and internal course objectives; PhET Interactive Simulations	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit science assessments via Microsoft Forms, lab reports; Biology, Chemistry, and Physics Pre-Comprehensive & Comprehensive exams (network-wide examinations taken in Winter & Spring)
<b>9-12</b>	Access to class notes, PowerPoints, or class handouts, independent	BASIS Charter School Curriculum including content created by	Checks for understanding and exit tickets via assignments,	Unit science assessments via Microsoft Forms; lab reports; AP examinations

	<p>lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.</p>	<p>Mentors during COVID-19 based on state standards and internal course objectives; PhET Interactive Simulations</p>	<p>completion of projects or classwork, performance on virtual laboratory assignments when appropriate</p>	
--	---	--	--	--

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<b><i>Educational Delivery Methodologies</i></b>	<b><i>Content Provider/Program Used</i></b>	<b><i>Formative Assessment Strategies and Frequency</i></b>	<b><i>Summative Assessment Strategies and Frequency</i></b>
<b>Kindergarten</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Other content areas include Movement and Civics/History, as well as Mandarin, Performance Arts, Music, Visual Arts, Engineering and Enrichment for full-day students. Content is created by Subject Expert Teachers, under the advisement of Subject Advisors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion
<b>1-3</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, Powerpoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home	Other content areas include PE & Martial Arts, Mandarin, Performance Arts, Music, Visual Arts, Engineering, and Connections. Content is created by Subject Expert Teachers and Learning Expert Teachers, under the advisement of Subject	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion

	exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Advisors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives		
<b>4-6</b>	Live instruction via MS Teams meetings for students participating in B-STOP, access to class notes, Powerpoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Other content areas include, but are not limited to, PE & Martial Arts, Mandarin, Performance Arts, Music, Visual Arts, Engineering, History, Classics, Latin, Physical Geography. Content is created by Subject Expert Teachers, under the advisement of Subject Advisors and Outside Classroom Instruction Mentors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion, writing assignments
<b>7-8</b>	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or	Other content areas include, but are not limited to, PE & Sports, Foreign Language, Performance Arts, Music, Visual Arts, Engineering, History, Economics, and Logic. Content is created by Subject Expert Teachers, under	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion, writing assignments



	concept when available.	the advisement of Subject Advisors and Outside Classroom Instruction Mentors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives.		
<b>9-12</b>	Access to class notes, PowerPoints, or class handouts, independent lesson practice, and homework. Project-based learning via at-home exploration/experiments and pre-recorded videos of a particular skill or concept when available.	Other content areas include, but are not limited to, Foreign Language, Non-AP electives, AP electives, Seminar courses, and Capstone courses. Content is created by Subject Expert Teachers, under the advisement of Subject Advisors, to align with BASIS Charter School Curriculum based on state standards and internal course objectives.	Checks for understanding and exit tickets via assignments, completion of projects or classwork, performance on virtual laboratory assignments when appropriate	Unit assessments, project completion, writing assignments and response papers as appropriate

## Meeting the Needs of Students with Disabilities and English learners in the Remote Setting

***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
<ol style="list-style-type: none"> <li>1. Program Coordinators (Special Education, English Learner, and 504) will hold meetings to include relevant teachers and staff members to review the expectations of each program, demonstrate/explain in detail how to implement necessary program accommodations and modifications, provide opportunities for staff and teachers to ask questions, and establish a point of contact for additional questions and concerns.</li> <li>2. Schools will make a free appropriate public education (FAPE) available in conformity with students' individualized education programs (IEP), which may include, as determined appropriate by students' IEP teams (including parents), virtual services for specially designed instruction and related services (via</li> </ol>	<ol style="list-style-type: none"> <li>1. Program Coordinators (Special Education, English Learner, and 504)</li> <li>2. Special Education Coordinator, Special Education Specialists, Head of School, Teachers and support staff</li> <li>3. Special Education Coordinator, Head of School</li> </ol>	<ol style="list-style-type: none"> <li>1. Prior to the start of the 2021-22 school year during on-site training and again throughout the school year as appropriate when a student's program is revised</li> <li>2. Individualized as described in students' IEPs or 504 plans. Will vary based on student's established school-based needs.</li> <li>3. Students' team meetings will be held in keeping with their individualized annual or triennial schedules and as needed to meet students' needs or based on parents' or school team members' requests.</li> </ol>	<ol style="list-style-type: none"> <li>1. If a review of program documents can be conducted in-person, Program Coordinators will collect and maintain signature confirmation of attendance using a network approved form acknowledging receipt of program documents. If a review of program documents is to be held virtually (via Microsoft Teams), participants will receive an email with a privacy statement, and participants will respond by email acknowledging the application statement; Program Coordinators will document electronic acknowledgements received using a network approved form.</li> <li>2. Service logs, teacher made schedules, student work samples</li> <li>3. Meeting notices, team attendance records</li> </ol>

<p>teletherapy) and other appropriate supports and/or making services available to students at their brick and mortar campuses, as appropriate, to ensure the availability of effective services designed to deliver a FAPE to remote students. Appropriate accommodations and related aids and services will be made available to students with 504 plans. The nimble nature of the instructional model and the LMS will allow teachers to provide appropriate supports and make needed adaptations to support the learning needs of students with disabilities.</p> <p>3. Schools will utilize alternative participation methods (such as phone or video conference) to convene students' IEP teams, multidisciplinary evaluation teams, and 504 teams, and to provide specialized instruction when appropriate.</p>			
--	--	--	--

### Process for Implementing Action Step

BASIS Charter Schools held a five-day intensive summer training for all Special Education staff, led by the Director of Exceptional Student Services and Federal Programs. The training covered how to gather present levels, create measurable goals, and write an IEP in the context of online learning. Regular check-in meetings for all Special Education Staff are held by the Director of Exceptional Student Services and Federal Programs via Microsoft Teams, and will continue throughout the duration of the school year. Procedures, expectations, and updated guidance for distance learning are discussed during the check-in meetings.

a. *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
<ol style="list-style-type: none"> <li>Schools will integrate structured English immersion strategies into the virtual general curriculum consistent with ELP standards.</li> <li>Schools will establish a process to identify EL learners and administer AZELLA assessment requirements virtually via virtual conferencing software as appropriate or may make alternate arrangements for in-person testing if possible.</li> </ol>	<ol style="list-style-type: none"> <li>EL Coordinator, General Education Teachers</li> <li>EL Coordinator, Curriculum Coordinator, Director of Academic Programs, and other school administrative staff</li> </ol>	<ol style="list-style-type: none"> <li>Daily</li> <li>At the beginning of the school year and at designated testing windows throughout the school year</li> </ol>	<ol style="list-style-type: none"> <li>Documentation in the ILP</li> <li>PHLOTE forms and completed AZELLA assessments</li> </ol>

### Process for Implementing Action Step

BASIS Charter Schools held a five-day intensive summer training for all EL Coordinators and staff, led by the EL Subject Advisor and the Director of Exceptional Student Services and Federal Programs for the BASIS Charter Schools network. Topics covered included: Compliance & Data Management, AZELLA Assessment Expectations, Timelines, SEI Models, and Documenting Service Minutes. SEI teachers will receive virtual (via Microsoft Teams) professional development sessions led by EL Coordinators throughout the network during the course of the school year.

## Social and Emotional Learning Support for Remote Students

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
<b>Social Emotional Learning</b>	Administrator Check-in	X	X	X	X	X
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training					
	Other: Student Support Services	X	X	X	X	X

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone					
	Webcast					
	Email/IM					
	Other: Counseling Services are available via tele-therapy to students with an established school-based need.	X	X	X	X	X

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Students will have the opportunity to interact with a school administrator weekly via phone call or virtual conference, which may include an administrator from their brick-and-mortar campuses, and for students participating in B-STOP may include an administrator who works directly with B-STOP. Students will also be able to communicate with teachers	<ol style="list-style-type: none"> <li>Deans of Students, School Directors, Head of School; General Education Teacher</li> <li>Director of Student Affairs, Deans of Students</li> <li>Special Education Coordinator, e-Therapy Contracted Provider</li> </ol>	<ol style="list-style-type: none"> <li>Weekly or as appropriate</li> <li>Will vary based on student need</li> <li>Will vary based on student's established school-based need</li> </ol>	<ol style="list-style-type: none"> <li>Meeting invitations, follow-up emails</li> <li>Student Support logs</li> <li>Service minute logs</li> </ol>

<p>via e-mail and assignment submissions.</p> <p>2. BASIS Charter Schools have robust Student Support programs established on each campus led by the Director of Student Affairs and aided by Deans of Students. Students can be referred to student support by parent and/or teacher request. Student Support offers assistance with academic skills (study skills, test taking, time management, organization), social/emotional skills (stress, conflict resolution, problem solving), and behavior skills. Individualized or small group Student Support meetings are held via phone calls or virtual conference.</p> <p>3. Counseling Services are available via tele-therapy to students with an established school-based need.</p>			
---	--	--	--

### 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.

<b>Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<p>1. Completion of classwork assignments, projects, and homework assigned through SPORK and Microsoft Forms</p> <p>2. Regular class assessments assigned through Microsoft Forms</p> <p>3. Performance on FastBridge, Benchmark Learning Test, Pre-Comprehensive &amp; Comprehensive, Midterm &amp; Final, and AP examinations</p>	<p>1. Teacher, Dean of Students, Director of Student Affairs</p> <p>2. Teacher, Dean of Students, Director of Student Affairs</p> <p>3. Teacher, Curriculum Coordinator, Director of Academic Programs, Head of School</p>	<p>1. Daily</p> <p>2. Weekly to monthly</p> <p>3. 2-3 times per year</p>	<p>1. Submitted assignments (e-mail, paper, or other digital format)</p> <p>2. Microsoft Forms data</p> <p>3. Assessment data</p>

## Benchmark Assessments for Remote Students

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>			
	<b>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</b>	<b>Plan for Assessment (online, in person, at testing center, etc.)</b>	<b>Proposed date(s) of assessments</b>
<b>Kindergarten</b>	FastBridge aMath	Fall/Winter/Spring: Online	Fall: August-September Winter: December-January Spring: April-May
<b>1-3</b>	Grades 1-2: FastBridge aMath Grade 3: FastBridge aMath, Math/Science Benchmark Learning Test*	Fall/Winter/Spring: Online or In-Person <i>*Benchmark Learning Tests may be administered online or in-person at a prearranged time at the discretion of the school. They will be administered during designated testing windows.</i>	Fall: August-September Winter: December-January Spring: April-May
<b>4-6</b>	Grade 4: FastBridge aMath, Math Benchmark Learning Test* Grade 5: Math Benchmark Learning Test* Grade 6: Math Pre-Comprehensive & Comprehensive Exams*	Fall/Winter/Spring: Online or In-Person Winter/Spring: Online or In-Person <i>*Benchmark Learning Tests and Pre-Comprehensive / Comprehensive Exams may be administered online or in-person at a prearranged time at the discretion of the school. They will be administered during designated testing windows.</i>	Fall (FastBridge & Benchmark Learning Tests): August-September Winter (FastBridge, Benchmark Learning Tests & Pre-Comprehensive Exams): December-January Spring (FastBridge, Benchmark Learning Tests & Comprehensive Exams): April-May Winter (Pre-Comprehensive exams): January Spring (Comprehensive exams): May
<b>7-8</b>	Math Pre-Comprehensive & Comprehensive Exams*	Fall/Winter/Spring: Online <i>* Pre-Comprehensive / Comprehensive Exams may be administered online or in-person at a prearranged time at the discretion of the school. They will be administered during designated testing windows.</i>	Winter (Pre-Comprehensive exams): January Spring (Comprehensive exams): May
<b>9-12</b>	Midterm and final examinations, AP exams	In-person and/or online based on vendor-determined methods of administration	Winter (Midterm exams): January Spring (Final exams, AP exams): May AP exams): May

<b>Benchmark Assessments (ELA)</b>			
	<b>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</b>	<b>Plan for Assessment (online, in person, at testing center, etc.)</b>	<b>Proposed date(s) of assessments</b>
<b>Kindergarten</b>	FastBridge EarlyReading and aReading	Fall/Winter/Spring: Online	Fall: August-September Winter: December-January Spring: April-May
<b>1-3</b>	Grade 1: FastBridge EarlyReading and aReading Grade 2: FastBridge CBMReading and aReading Grade 3: FastBridge CBMReading and aReading, Humanities Benchmark Learning Test*	Fall/Winter/Spring: Online or In-Person <i>*Benchmark Learning Tests may be administered online or in-person at a prearranged time at the discretion of the school. They will be administered during designated testing windows</i>	Fall: August-September Winter: December-January Spring: April-May
<b>4-6</b>	Grade 4: FastBridge CBMReading and aReading, English Benchmark Learning Tests* Grade 5: English Benchmark Learning Tests* Grade 6: English Pre-Comprehensive and Comprehensive examinations*	Fall/Winter/Spring: Online or In-Person Winter/Spring: Online or In-Person <i>*Benchmark Learning Tests and Pre-Comprehensive / Comprehensive Exams may be administered online or in-person at a prearranged time at the discretion of the school. They will be administered during designated testing windows.</i>	Fall (FastBridge & Benchmark Learning Tests): August-September Winter (FastBridge, Benchmark Learning Tests & Pre-Comprehensive Exams): December-January Spring (FastBridge, Benchmark Learning Tests & Comprehensive Exams): April-May
<b>7-8</b>	Pre-Comprehensive and Comprehensive Exams*	Fall/Winter/Spring: Online <i>* Pre-Comprehensive / Comprehensive Exams may be administered online or in-person at a prearranged time at the discretion of the school. They will be administered during designated testing windows.</i>	Winter (Pre-Comprehensive exams): January Spring (Comprehensive exams): May



<b>9-12</b>	Midterm and final examinations, AP exams	In-person and/or online based on vendor-determined methods of administration	Winter (Midterm exams): January Spring (Final exams, AP exams): May AP exams): May
-------------	--	--	---

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

FastBridge aReading & aMath: Schools will arrange for students to come to campus for these assessments. In the instance that a student has an approved medical exception, the school will offer a private testing room before/after hours, or if needed, a live, virtual, proctored testing session

FastBridge EarlyReading & CBMReading: Teachers will arrange individual virtual meetings with each student to administer these assessments verbally.