

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.

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:

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed) 	<ol style="list-style-type: none"> 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	Arizona Center for Youth Resources	Charter Holder Entity ID	078723000
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Phillip Wooley, Principal	
Representative Telephone Number		602-550-9498	
Representative E-Mail Address		phillipw@acyraz.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
City View High School	5520	078723201

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.

Distance Learning Plan Template 2020-2021

If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the charter school operate for School Year 2020-2021?	146
How many instructional days did the charter school operate for School Year 2019-2020?	146

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	103	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	68	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	103
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until January 4, 2021 for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input checked="" type="checkbox"/> 5. Other (Please explain below)		
	If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use: Operate distance learning until January 4, 2021 unless the state benchmarks for re-opening are not met. Depending on the benchmarks, we will either move to full return or hybrid instruction or remain in distance learning until safe to do otherwise.		

--

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
1. Students will communicate with their teachers via MS	1. Teachers	1. Daily	1. Attendance logs and Synergy

Distance Learning Plan Template 2020-2021

<p>Teams, Google Classroom, and Canvas.</p> <ol style="list-style-type: none"> Monitor and track attendance. Assignments completed and submitted by the student. Parent will provide attestation and documentation of time spent on educational activities. 	<ol style="list-style-type: none"> Student Services Manager, Assistant Registrar and Student Success Coaches. Teachers and students Parents and students 	<ol style="list-style-type: none"> Daily Daily Daily 	<ol style="list-style-type: none"> Attendance logs and Synergy Synergy gradebook Attestation
--	---	---	---

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
<ol style="list-style-type: none"> Daily contacts with students via MS Teams, Canvas, Google Classroom, email, phone call, and home visits. Newsletter Synergy messages SchoolMessenger 	<ol style="list-style-type: none"> Teachers, Student Services Manager, Assistant Registrar, and Success Coaches Assistant Registrar Assistant Registrar Principal, Assistant Registrar 	<ol style="list-style-type: none"> Daily/weekly Weekly Weekly Daily/weekly 	<ol style="list-style-type: none"> Attendance and home visit logs Newsletter Synergy messages SchoolMessenger

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
<ol style="list-style-type: none"> Teachers will teach remotely from their classrooms, unless they need to work remotely due to current local, State or Federal requirements or if there is an outbreak and we are maintaining the health of the teachers and staff. Classes live streamed. Instruction will consist of a combination of synchronous and asynchronous learning. All staff will abide by CDC guidelines by practicing social distancing and masks. 	<ol style="list-style-type: none"> Teachers and Principal Teachers Teachers and Success Coaches Principal and all staff 	<ol style="list-style-type: none"> Daily Daily Daily Daily 	<ol style="list-style-type: none"> Classroom walkthrough form Classroom walkthrough form Classroom walkthrough form Principal observations and checklist

Distance Learning Plan Template 2020-2021

- 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. Provide training on ACYR policies and procedures, PLC's and Social Emotional Learning. 2. PLC and staff meetings.	1. Principal 2. Principal	1. July 27-31, August 3-7, August 10-14 2. Weekly	1. Sign-in sheets and Principal observations 2. Sign-in sheets and Principal observations

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Provide Synergy, Canvas and Odysseyware training. 2. Teen Suicide Prevention 3. SPED Policies and Procedures 4. Provide Project Based Learning training. 5. Provide AVID Digital Teaching and Learning training. 6. Trauma Informed Care 7. Prevention and Protection during an Outbreak	1. Principal 2. Principal/Society for the Prevention of Teen Suicide 3. SPED Facilitator 4. Principal 5. Principal 6. Social Worker 7. Principal	1. July 27-31, August 3-7, August 10-14 2. July 28 3. July 28-30 4. July 31 5. August 11-13 6. August 14 7. August 14	1. Sign-in sheets and Principal observations 2. Completion Certificates 3. Sign-in sheets and Principal observations 4. Sign-in sheets and Principal observations 5. Sign-in sheets and Principal observations 6. Sign-in sheets and Principal observations 7. Sign-in sheets and Principal observations

List Specific Professional Development Topics That Will Be Covered

Synergy Canvas Odysseyware Project Based Learning SPED Policies and Procedures Digital Teaching and Learning Trauma Informed Teen Suicide Prevention Prevention and Protection during an Outbreak

Connectivity (1.a.iii)

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

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)	X		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours			
Extended Weekday Hours	X	X	X
24/7 Support			
Other:			

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				

Distance Learning Plan Template 2020-2021

1-3				
4-6				
7-8				
9-12	<i>Distance Interactive Instruction, Project Based Learning, Live Stream Instruction</i>	<i>MS Teams, Canvas, Odysseyware, Google Classroom</i>	<i>Daily analysis of student work, Strategic questioning, think-pair-share, etc.</i>	<i>3 week valid and reliable assessments</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
1-3				
4-6				
7-8				
9-12	<i>Distance Interactive Instruction, Project Based Learning, Live Stream Instruction</i>	<i>MS Teams, Canvas, Odysseyware, Google Classroom</i>	<i>Daily analysis of student work, Strategic questioning, think-pair-share, etc.</i>	<i>3 week valid and reliable assessments</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
1-3				
4-6				
7-8				
9-12	<i>Distance Interactive Instruction, Project Based Learning, Live Stream Instruction</i>	<i>MS Teams, Canvas, Odysseyware, Google Classroom</i>	<i>Daily analysis of student work, Strategic questioning, think-pair-share, etc.</i>	<i>3 week valid and reliable assessments</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	<i>Distance Interactive Instruction, Project Based Learning, Live Stream Instruction</i>	<i>MS Teams, Canvas, Odysseyware, Google Classroom</i>	<i>Daily analysis of student work, Strategic questioning, think-pair-share, etc.</i>	<i>3 week valid and reliable assessments</i>

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

Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

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
Consult with teachers of special education students via email and telephone communications to ensure modifications/accommodations to distance learning.	Special Education Facilitator	Daily	Communication log

Process for Implementing Action Step

Special education facilitator will consult weekly with regular education teachers of special education students via email and telephone communications documented in communication log to ensure modification/accommodations to online curriculum ensuring sped students are progressing through online curriculum with success.

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
Consult with teachers of English learner students via email and telephone communications to ensure modifications/accommodations to distance learning.	ELA Teacher	Daily	Communication log

Process for Implementing Action Step

ELA teacher will consult weekly with regular education teachers of English learner students via email and telephone communications documented in communication log to ensure modification/accommodations to online curriculum ensuring English learner students are progressing through online curriculum with success.

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					X
	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					X
	Email/IM					X
	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
Teacher check in via livestream, Teams and email.	Teachers	Daily	Communication log and Synergy notes
Home visits, check in via livestream, Teams, Google Classroom and email.	Social Worker	As needed/requested	Communication log and Synergy notes
Parent School Engagement Meetings	Principal	Monthly	Communication log and Synergy notes
Virtual school spirit activities	Staff and Student Government members	Monthly	Staff and student participation
Creation of virtual clubs	Staff and Student Government members	Weekly	Staff and student participation

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
<ol style="list-style-type: none"> Scaffolding and Support Ongoing Targeted Feedback Student Ownership of Learning Student Access to Content 	<ol style="list-style-type: none"> Teachers/staff/students Teachers/staff/students Teachers/staff/students Teachers/staff/students 	<ol style="list-style-type: none"> Daily/weekly/quarterly/semester Daily/weekly/quarterly/semester Daily/weekly/quarterly/semester 	<ol style="list-style-type: none"> Formative and summative assessments Formative and summative assessments Formative and summative assessments

Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>			
<i>1-3</i>			
<i>4-6</i>			
<i>7-8</i>			
<i>9-12</i>	Algebra 1- Function to Model Relationship Geometry - Right Triangle and the Pythagorean Theorem Pre – Algebra - Equations & Exponential Function	Online In person (when face to face learning is approved)	Pre Test: August 18 Midterm: October 1 Final: December 16 Pre Test: January 6 Mid Term: March 4 Final: May 18

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>			
<i>1-3</i>			
<i>4-6</i>			
<i>7-8</i>			
<i>9-12</i>	ELA 9 - AZM2 practice test ELA 10 - AZM2 practice test ELA 11 - Curriculum based exam ELA 12 - Curriculum based exam	Online In person (when face to face learning is approved)	Pre Test: August 18-21 Midterm: October 5-12 Final: December 14-18 Pre Test: January 6-7 Mid Term: March 4-5

			Final: May 18-19
--	--	--	------------------

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.