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.

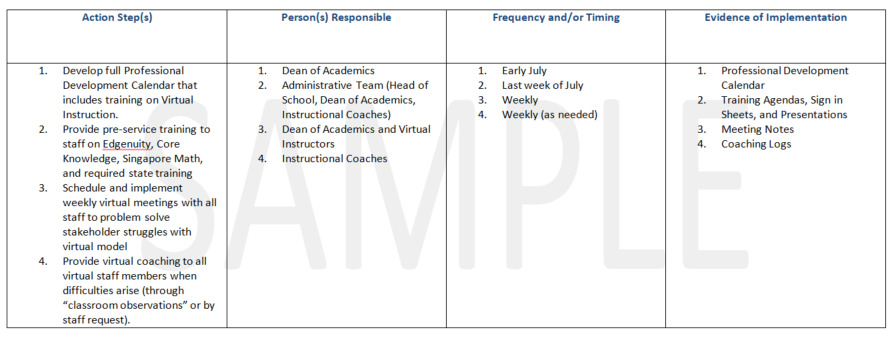
Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

# 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:



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

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| --- | --- | --- | --- |
| **Charter Holder Name** | **Arizona Center for Youth Resources** | **Charter Holder Entity ID** | 4346 |
| **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** |
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# Distance Learning Background Information

1. *Number of Instructional Days (3.b)*

*Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.*

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

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

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

1. *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:** | 1. We intend to operate distance learning for the full year for all students.  2. We intend to operate distance learning until **January 4, 2021** for all students.  3. We intend to operate distance learning only until the Governor allows schools to fully reopen.  4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.).  5. Other (Please explain below) | | |
| **If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:**  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. | | | |
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| --- | --- |
| **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)

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

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

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

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

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Students will communicate with their teachers via MS Teams, Google Classroom, and Canvas. 2. Monitor and track attendance. 3. Assignments completed and submitted by the student. | 1. Teachers 2. Student Services Manager, Assistant Registrar and Student Success Coaches. 3. Teachers and students | 1. Daily 2. Daily 3. Daily | 1. Attendance logs and Synergy  2. Attendance logs and Synergy  3. Synergy gradebook |

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

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Daily contacts with students via MS Teams, Canvas, Google Classroom, email, phone call, and home visits. 2. Newsletter 3. Synergy messages 4. SchoolMessenger | 1. Teachers, Student Services Manager, Assistant Registrar, and Success Coaches 2. Assistant Registrar 3. Assistant Registrar 4. Principal, Assistant Registrar | 1. Daily/weekly 2. Weekly 3. Weekly 4. Daily/weekly | 1. Attendance and home visit logs 2. Newsletter 3. Synergy messages 4. SchoolMessenger |

# Teacher and Staff Expectations and Support (1.a.ii)

1. *Describe expectations of teachers and other staff working virtually.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. 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. 2. Classes live streamed. 3. Instruction will consist of a combination of synchronous and asynchronous learning. 4. All staff will abide by CDC guidelines by practicing social distancing and masks. | 1. Teachers and Principal 2. Teachers 3. Teachers and Success Coaches 4. Principal and all staff | 1. Daily 2. Daily 3. Daily 4. Daily | 1. Classroom walkthrough form 2. Classroom walkthrough form 3. Classroom walkthrough form 4. Principal observations and checklist |

1. *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.*

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| --- | --- | --- | --- |
| **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 |

1. *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)

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

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

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

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

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

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

1. *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. * Attend classes in which special education students are present. | 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.  Special education facilitator, student services manager and/or principal will attend distance learning classes in which special education students are present to ensure modification/accommodations are being provided. | | | |

1. *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. * Attend classes in which English learner students are present. | 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.  Student services manager and/or principal will attend distance learning classes in which English learner students are present to ensure modification/accommodations are being provided. | | | |

# 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   * Teacher Advisor meets with students via livestream, Teams and email daily. * Meet every three weeks to discuss each students’ academic and social-emotional progress with team (Teachers, principal, student services manager, assistant registrar, social worker, Sped facilitator, and success coaches) | Teachers  Progress team | 1. Daily with student as part of curriculum 2. Every three weeks as an intervention team 3. 1:1 Social Support by Appointment | Communication log and Synergy notes  Social workers case/progress notes  Progress tracking via Google docs |
| On Demand Online of Social/Emotional Topics, or Paper Packets as Needed | MSW/Interns  Teachers | 1. Content accessible on demand through Google Classroom 2. Telecommunication or in-person meetings based on student needs | Library of topics in Google Classrooms to be viewed or assigned as needed |
| Online Social/Emotional Videos | MSW/Interns | On demand through Google Classroom | Library of topics in Google Classrooms to be viewed or assigned as needed |
| Counseling Services:  Check in monthly (or more as needed) with each student to determine:   1. Progress 2. Need for additional services/resources (referrals) 3. Workshops/activities for assistance with college and career planning 4. 1:1 counseling with MSW/intern (up to 5 sessions before referred to outside provider) 5. Group sessions (process groups to discuss their needs based on the topics of interest to the students and other specific groups as identified as a need) 6. Regular check in with teachers to determine if more services are needed and if student making adequate progress or if there are any red flags. | Social Worker  Interns  Teachers  Principle | As needed/requested/referred  minimum monthly 1:1 with each student (or every two weeks or more if more time needed)  Meetings can be conducted through  all of the following:   * Home visits * check in via livestream * Teams * Google Classroom * Email * Phone/text | 1. Communication log and Synergy notes 2. Social workers case/progress notes 3. Progress tracking via Google docs |
| Parent Engagement   * Online Information via website * Parent Engagement Meetings   + Meet with parents to discuss student and family social and emotional concerns. | Principal/MSW | 1. MSW will provide family intervention/meetings by appointment 2. Home Visits as needed 3. Principal will meet with parents as requested or determined in need | 1. Website has parent support content 2. Social workers case/progress notes 3. Communication log and Synergy notes |

# Demonstrating Mastery of Academic Content (1.a.vi)

*Describe how the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| 1. Scaffolding and Support 2. Ongoing Targeted Feedback 3. Student Ownership of Learning 4. Student Access to Content | 1. Teachers/staff/students 2. Teachers/staff/students 3. Teachers/staff/students 4. Teachers/staff/students | 1. Daily/weekly/quarterly/semester 2. Daily/weekly/quarterly/semester 3. Daily/weekly/quarterly/semester | 1. Formative and summative assessments 2. Formative and summative assessments 3. 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.*

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| --- | --- | --- | --- |
| **Benchmark Assessments (Math)** | | | |
|  | *Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)* | *Plan for Assessment (online, in person, at testing center, etc.)* | *Proposed date(s) of assessments* |
| *Kindergarten* |  |  |  |
| *1-3* |  |  |  |
| *4-6* |  |  |  |
| *7-8* |  |  |  |
| *9-12* | 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 |

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| |  |  |  |  | | --- | --- | --- | --- | | **Benchmark Assessments (ELA)** | | | | |  | *Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)* | *Plan for Assessment (online, in person, at testing center, etc.)* | *Proposed date(s) of assessments* | | *Kindergarten* |  |  |  | | *1-3* |  |  |  | | *4-6* |  |  |  | | *7-8* |  |  |  | | *9-12* | 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)** |
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# Additional Information (Optional)

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| **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.** |
|  |