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:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).	1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

SAMPLE

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	**CPLC Community Schools dba Envision High School**	**Charter Holder Entity ID**	900331
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Lori Mejia	
Representative Telephone Number		520-904-9952	
Representative E-Mail Address		lori.mejia@cplc.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
Envision High School	**87412**	**108505001**

Distance Learning Background Information

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

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

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

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

How many instructional days will the charter school operate for School Year 2020-2021?	*181*
How many instructional days did the charter school operate for School Year 2019-2020?	*182*

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	**75**	**Start Date for Distance Learning**	**August 17, 2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	**25**	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	**50**
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 (To be determined) 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: The LEA intends to operate distance learning for all students during the extended campus closure. First day of distance learning will commence on August 17 for all students until an in-person return date is approved by the school governing board. Students who decide to stay with full-time distance learning may do so depending on individualized needs. The LEA is reviewing recent Pima County administrator			

recommendations which indicate a start date past Labor Day. The final decision will be based on local, state, and national guidance. Effective August 17, physical space will be available for any student that do not have access to a safe and productive environment to carry out required DL instruction.

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 competed and submitted by the student.
   - A parent attestation of documentation of time spent on educational activities.

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

If the Charter Holder currently operates an approved AOI, it must follow the AOI attendance requirements outlined by ADE and A.R.S. §15-808 for students enrolled in the AOI.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. All staff will be provided training on the newly adopted universal attendance process/system to ensure the accuracy of attendance data. 2. Students will be marked present if one of the following criteria are met per class period schedule (9:00 am – 3:06): • Student participation in live virtual classroom instruction (Google Meets) • One on one teacher/support service provider sessions via phone call or video call • Daily participation and/or assignments completion via the online platform BrightThinker • In-person support • Parent attestation form 3. If a student does not meet the criteria mentioned above, the student will be marked absent for the period/day	1. District Staff & principals 2. Teachers, support service providers, & student data specialist 3. Teachers, support service providers, & student data specialist 4. Teachers, support service providers, & student data specialist	1. Pre-session (July-August) 2. August 17- June 4 (daily) 3. August 17- June 4 (daily) 4. August 17- June 4 (daily)	1. Attendance procedures document, training agenda, sign-in sheets, and presentation 2. Attendance tracking documents/reports 3. Attendance tracking documents/reports 4. Attendance tracking documents/reports

4. Teachers will take daily attendance based on all criteria listed in the attendance process, and the student data specialist will verify.			

b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication regularly.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Provide training on the established multiple platform communication process with all staff to include e-mail, text message, phone call, mail, and social media to ensure all families are regularly updated on all information pertaining to the school community. 2. Implement a communication process to ensure effective school communication for all families. To include, teacher check-ins, academic advising check in's, academic support, support service updates, and regular school updates. 3. E-mail will be used for all major communications and announcements, including those from the Principal. 4. Teachers will use Google Classroom, Google Meet and BrightThinker for all lessons, live	1. District Leadership 2. Support Staff and Teachers 3. All staff 4. Teachers	1. July 2. Summer, start of school, weekly, daily (when needed) 3. Weekly and when needed 4. Daily	1. Communication process procedures 2. Communication Logs for all staff 3. E-mail documentation 4. Communication Logs

chats, materials, and assignment communications.			

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

a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. All staff will be provided training on virtual distance learning expectations. This will include how staff should professionally show up to work to participate in the established school schedule to include staff meetings, professional development opportunities, direct instruction, and additional academic support opportunities. 2. Teachers will continue to engage in the required lesson planning process and will upload weekly lessons for review/feedback by the principal. 3. All teachers will monitor and track student participation via an established attendance tracking system. The attendance tracking system will be verified by the student data specialist to ensure students meet the required attendance expectations. 4. Daily outreach efforts will be made by all staff for all students who are not meeting adequate academic progress. 5. Teachers will be available during office hours to answer student questions and provide extra support.	1. Principal 2. Teachers and principal 3. Teachers & student support specialist 4. All staff 5. Teachers 6. Academic advisor 7. Support Staff 8. Teachers/Support Staff & IT	1. July and ongoing 2. July- June 4 3. August 17- June 4 4. July- June 4 5. July- June 4 6. August 17 –June 4 7. July-June 8. August 17- June 4	1. Training agenda, and sign-in sheets 2. Lesson plan documents 3. Attendance tracking documents 4. Communication log 5. Communication log 6. ECAPS 7. Communication log 8. Communication log

6. Academic Advisor will meet/work virtually with students for ECAP implementation. 7. Support staff will assist in connecting/engaging with students and families daily to further support and provide holistic wrap-around services. 8. Teachers/Support Staff will periodically check in with students to assess virtual learning and teach support and adjust accordingly.			

b. Describe commitments on delivery of employee support services including but not limited to:

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. A professional development calendar will be followed by teachers and support staff to include job-embedded PD and self-care practices throughout the entire school year. 2. All employees will have access to free counseling services via support link. 3. Administration will conduct regular check-ins to promote a continued positive culture and to ensure the well-being of staff. 4. The Human Resource department will provide training on newly	1. District and Principal 2. Human Resources and Employee 3. District and Principal 4. Humans Resources 5. District and Principal	1. July – June 2. July – June 3. July – June 4. July – June	1. Professional Development calendar 2. Support link resources 3. Weekly meeting sign-in sheet 4. Training agenda and policy documents 5. Weekly meeting sign-in sheet

adopted PTO policies in response to COVID 19. 5. Administration will commit to regular staff communication and dialogue opportunities to promote transparency and inclusiveness in the school decision making process.			

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop a targeted professional development calendar for the school year to be conducted remotely. 2. Provide pre-session training for all instructional staff on online platforms to be used for virtual instruction, BrightThinker, and google for education applications. 3. Schedule and implement weekly PLC's/staff meetings remotely. 4. Provide ongoing instructional support via virtual classroom observations and schedule one-on-one	1. District Leadership & principal 2. Principal 3. Principal, instructional staff, & support staff 4. Principal & instructional staff	1. Early July 2. July 28- August 14, 2020 3. Weekly 4. Weekly as needed	1. Professional development calendar 2. Training Agenda, Sign-in sheets 3. Meeting Agenda, Sign-in sheets, meeting notes 4. Classroom observation notes, professional growth meeting notes

professional growth meetings.			

List Specific Professional Development Topics That Will Be Covered

Professional development topics include:

- Google for Education Training (Live virtual instruction)
- BrightThinker Training (online platform)
- Formative Assessment Training (SAIL) in a virtual/in-person space
- Required state training (FERPA, Special Education, McKinney Vento, Suicide prevention)
- Health and Safety Procedures in response to COVID-19
- Emergency Responses
- Intro to School City Suite & Building and using assessments
- School City Suite: Exploring Pre-defined Reports & Using the Student History Report
- Trauma-Informed Restorative Strategies and Practices for Tier 1
- Student/Family Support and Communication
- Social/Emotional Learning and Support
- Check and Connect Training

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

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

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

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
9-12	Live Virtual Direct Instruction via google meets, blended learning, online grade-level course curriculum, Individualized instruction, integration of social/emotional learning	CPLC Community Schools curriculum, BrightThinker and school city suite	Teachers will utilize the formative assessment SAIL framework to monitor ongoing live instruction, teachers will also create formative assessments within school city to assess mastery of standards and to create personalized intervention support	Teachers will create summative assessments for their courses to be provided to students at the end of each unit, mid-year, and a final assessment. Benchmark assessments will be delivered quarterly

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*
9-12	Live Virtual Direct Instruction via google meets, blended learning, online grade-level course curriculum, Individualized instruction, integration of social/emotional learning	CPLC Community Schools curriculum, BrightThinker and school city suite	Teachers will utilize the formative assessment SAIL framework to monitor ongoing live instruction, teachers will also create formative assessments within school city to assess mastery of standards and to create personalized intervention support	Teachers will create summative assessments for their courses to be provided to students at the end of each unit, mid-year, and a final assessment. Benchmark assessments will be delivered quarterly

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*
9-12	Live Virtual Direct Instruction via google meets, blended learning, online grade-level course curriculum, Individualized instruction, integration of social/emotional learning	CPLC Community Schools curriculum, BrightThinker and school city suite	Teachers will utilize the formative assessment SAIL framework to monitor ongoing live instruction, teachers will also create formative assessments within school city to assess mastery of standards and to create personalized intervention support	Teachers will create summative assessments for their courses to be provided to students at the end of each unit, mid-year, and a final assessment. Benchmark assessments will be delivered quarterly

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*
9-12	Live Virtual Direct Instruction via google meets, blended learning, online grade-level course curriculum, Individualized instruction, integration of social/emotional learning	CPLC Community Schools curriculum, BrightThinker and school city suite	Teachers will utilize the formative assessment SAIL framework to monitor ongoing live instruction; teachers will also create formative assessments within school city to assess mastery of standards and to create personalized intervention support	Teachers will create summative assessments for their courses to be provided to students at the end of each unit, mid-year, and a final assessment. Benchmark assessments will be delivered quarterly

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
1. Provide specially designed instruction 2. Provide support and instruction for accommodations to students	1. Special Education personnel 2. Special education and general education staff/teachers	1. Daily based on IEP service minutes 2. Daily based on instructional needs as identified by student, special Ed teacher, and general Ed teacher	1. Time tracking log completed daily by special education staff detailing time with student, what was worked on, how the student responded, and what will happen next. 2. Accommodations tracking log completed by student, general education teacher, and special education staff

Process for Implementing Action Step

Whether instruction is online or in person, the special education teacher will provide all specially designed instruction based on the current IEP. Follow up instruction, help with classwork, and accommodations support will be provided by the special education teacher and paraprofessionals.

Provision of accommodations and general support for the special education students will continue to be provided by special education and general education staff based on what is most appropriate for the individual student.

b. Describe how the charter school will ensure access and meet the needs of English learners

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. ELD support will be provided to students via the pull-out model to include 50 minutes of targeted ELD time for all ELL students and 50 minutes of language instruction within the integrated setting for all ELL students. 2. Teachers will provide grade-level instruction and materials that are culturally and linguistically appropriate and aligned to the ELD standards. 3. Lesson plans for integrated ELD will include content area standards as their primary focus and ELD standards as the secondary focus for ELD students. 4. Targeted lesson plans will include language objectives with clear ties to specific ELP standard performance indicators, connection to content instruction, and research-based instructional strategies. 5. Ongoing formative assessments will be conducted for progress monitoring and used to inform ELD instruction.	1. Teachers, Principal, leadership team 2. Teachers & Principal 3. Teachers & Principal 4. Teachers & Principal 5. Teachers & Principal	1. August 17 & daily 2. Daily 3. Daily 4. Daily 5. Ongoing	1. SEI Model Plan, master schedule 2. Lesson Plans 3. Lesson Plans 4. Lesson Plans 5. Student data

Process for Implementing Action Step

Student ELL data will be reviewed upon enrollment. Based on existing data, support services will be provided to ELL students via the pull out model, which will be structured within the student's master schedule. Teachers will provide coherent instruction aligned with the states English language proficiency standards. Teachers will integrate the four principals within their mainstream classrooms and within targeted ELD instructional support to meet each student's individual strengths and needs.

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					√
	Phone					√
	Webcast					√
	E-mail/IM					√
	Other:					

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. A school-wide social/emotional learning initiative will be implemented this upcoming school year. 2. Teachers will integrate social-emotional learning practices within all courses to promote equitable outcomes for all students. Daily classroom routine strategies to include but not limited to: • Grounding activities • SEL videos • Distribution of SEL newsletters for both students and parents • Support circles 3. Teachers will conduct student "check in's" with all students. 4. Support staff will utilize the check and connect model to monitor student performance variables. 5. The academic advisor will provide parent training	1. Principal 2. Teachers and Principal 3. Teachers 4. Support Staff 5. Student Academic Advisor	1. June-August 2. Daily 3. Daily 4. Daily 5. Bi-Weekly	1. Social-Emotional Plan 2. Lesson Plans, Sign-in Sheets, Newsletters 3. Student Guidance Log in student management system 4. Student Guidance Log in student management system 5. Meeting Agenda, Sign in Sheets.

opportunities to support SEL learning at school and at home.			

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. Teachers will evaluate student achievement through their ongoing use of informal formative assessments within their lessons. Teachers will utilize this data to adjust their lessons to support student achievement towards mastery of subject content. 2. Teachers will develop formal formative assessments within school city suite to further capture student mastery in grade-level content. 3. Students will complete quarterly benchmark assessments to also capture student mastery in grade-level content. 4. Teachers will engage in data discussions to discuss formative assessment data to devise a plan to provide targeted intervention	1. Teachers & Principal 2. Teachers 3. Teachers & Principal 4. Teachers & Principal	1. Daily 2. Weekly 3. Quarterly 4. Bi-weekly	1. Lesson Plans, classroom student data 2. Assessments within school city 3. Assessments within school city 4. Meeting sign-in sheets, meeting notes

instruction to support student mastery of content.			

Benchmark Assessments (1.a.vii)

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

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	*Plan for Assessment (online, in person, at testing center, etc.)*	*Proposed date(s) of assessments*
9-12	*School City Suite*	*Online for distance learning students, in-person availability upon request/need*	*October 7-8, 2020* *December 16-17, 2020* *March 3-4, 2020* *May 12-13, 2020*

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*
9-12	*School City Suite*	*Online for distance learning students, in-person availability upon request/need*	*October 7-8, 2020* *December 16-17, 2020* *March 3-4, 2020* *May 12-13, 2020*

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.

It is our commitment to continue to provide quality education to our students, both remotely and in-person when it is safe to do so. The LEA will continue to provide funding flexibility and adjust / modify school plans using data to meet the diverse needs of our student population. We understand the many challenges our families are faced with at this time. Therefore, the leadership team will be available to support students and families to take optimal advantage of the Distance Learning Program while maintaining the health, safety, and well-being of all our students, teachers, and families.