

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	Michael Gerity	Charter Holder Entity ID	92566
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Renita Myers		
Representative Telephone Number	602-996-1595		
Representative E-Mail Address	renita.myers@azlanguageprep.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
Arizona Language Preparatory	92566	078260001

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?	180
How many instructional days did the charter school operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	86	Start Date for Distance Learning	08/03/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	20	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	86
Please choose the option that indicates your proposed duration/plan for distance learning:	<input checked="" 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 _____ 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:		
ALP will offer both an online and an in-person pathway. Parents who choose to keep their students home after our school is permitted to open will be able to continue with the online pathway. Parents who wish to send their students back to in-person, once we are permitted, will be able to do so participating in the "in-person" pathway.			

Is the charter requiring students to do distance learning? Yes, we are starting on our original calendar start date of 8/3/20.	Choose an item.
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?	Choose an item. 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

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

Distance Learning Plan Template 2020-2021

Each student will be contacted by a "mentor"/check in teacher.	All ALP Teachers	2 - 4 days a week	Teacher Logs
--	------------------	-------------------	--------------

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
ALP teachers and staff will report to the building to work virtually in classrooms.	Superintendent/Principal/Teachers	Monday - Friday 7:30 - 3:30	Classroom videos and live-meetings from classroom, Principal responsible for attendance, teachers/staff responsible to complete PAR when absent.

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
HR policies will be reviewed in a training and handbooks will be given to all teachers. Any updates will be sent out in email by principal.	Superintendent/Principal	Training before school start and on-going communication.	Staff Sign off Sheet

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Professional Development will take place on site using social distancing guidelines in place by CDC.	Superintendent/Principal	July 23 - July 31; ongoing	Staff Sign In Sheet

List Specific Professional Development Topics That Will Be Covered

Online Learning Strategies, Google Classroom Training, 45-Day Screening and MTSS training, ALP Staff Handbook

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)				
	<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>	Direct Instruction via Zoom, pre-recorded instruction in GC, Independent Practice	Eureka math	Informal assessment via Zoom; weekly, Informal Assessment from independent practice; daily.	Direct via Zoom; weekly

Distance Learning Plan Template 2020-2021

1-3	Direct Instruction via Zoom, pre-recorded instruction in GC, Independent Practice	Eureka math	Informal assessment via Zoom; weekly, Informal Assessment from independent practice; daily.	Direct via Zoom; weekly, Online written assessment; weekly
4-6		Eureka math		
7-8				
9-12				

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>	Direct Instruction via Zoom, prerecorded instruction in GC, Independent Practice (K-6)	Lively Letters, Core Knowledge (KG)	Informal assessment via Zoom; weekly, Informal Assessment from independent practice; daily.	Direct via Zoom; weekly (KG)
1-3		Journeys (1-3)		Direct via Zoom; weekly, Online written assessment; weekly (1-6)
4-6		Journeys (1-3)		
7-8				
9-12				

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>	Direct Instruction via Zoom, prerecorded instruction in GC, Independent Practice (K-6)	Core Knowledge Science	Informal assessment via Zoom; weekly, Informal Assessment from independent practice; weekly. (K-6)	Direct via Zoom; biweekly. (K-6)
1-3		Core Knowledge Science (K-4)		
4-6		Science A-Z (5th & 6th)		
7-8				
9-12				

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>	Direct Instruction via Zoom, prerecorded instruction in GC, Independent Practice (K-6)	Better Immersion (K-6) for Mandarin and Callico Spanish (K-6) for Spanish language Arts.	Informal assessment via Zoom; weekly, Informal Assessment from independent practice; weekly. (K-6)	Direct via Zoom; weekly (K-6)
1-3				
4-6				
7-8				
9-12				

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

ALP's distance learning will provide opportunities for live, direct instruction online, small group work and intervention via Zoom, and multiple opportunities for independent practice. Staff all has "office hours" to schedule times to work with students individually or in small group.

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
Teachers will follow IEPs, modifying and accomdating as described and needed.	Principal, Special Education Teacher, All Teachers	Daily	Time Logs and student progress through goals

Process for Implementing Action Step

ALP contracts with IES who serves as our special education contract provider. Staff has been adequately trained to complete 45-day reviews and meeting times are already set for our students will special needs to attend either online or in-person for service minutes.

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
ALP teachers will follow ILLPs and differentiate curriculum as appropriate.	Principal, All teachers	Daily	Lesson plans and student assessment

Process for Implementing Action Step

Teachers will receive a copy of ILLPs. IES (Contract service) will AzELLA test all students as per state requirement & guidelines.

--

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	✓	✓	✓	✓	
	Email/IM					
	Other:					

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
ALP Teachers will include topics in SEL for all KG-6th Grade students.	Principal; All Teachers	Weekly	Lesson plans

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

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>	Galileo	In person	Week of 9/7/20
<i>1-3</i>	Galileo	In person	Week of 9/7/20
<i>4-6</i>	Galileo	In person	Week of 9/7/20
<i>7-8</i>			
<i>9-12</i>			

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>	Galileo	In person	8/31/20
<i>1-3</i>	Galileo	In person	8/31/20
<i>4-6</i>	Galileo	In person	8/31/20
<i>7-8</i>			
<i>9-12</i>			

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

ALP's current plan is to administer in-person benchmark testing beginning in September. This day may be re-evaluated depending on our in-person return date which is scheduled to be release 8/7 and evaluated by our board on 8/10.

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.

ALP will provide our students with meaningful, online learning opportunities utilizing our tri-lingual curriculum. Our use of Google Classroom as the platform to provide learning, along with measures in place to ensure safe online learning ensures that students can safely and efficiently participate in online learning. We combine direct instruction with pre-recorded video, opportunities for small group learning, individual learning, intervention, and reteaching.