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

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	Educational Options Foundation	Charter Holder Entity ID	90201
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Charles Tack		
Representative Telephone Number	602-741-3999		
Representative E-Mail Address	ctack@educationaloptionsfoundation.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
EdOptions Preparatory Academy	90202	07-85-58-001
EdOptions HS Learning Center (AOI)	90844	07-85-58-002

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?	EOPA: 183
	EOHSLC (AOI): 365
How many instructional days did the charter school operate for School Year 2019-2020?	EOPA: 183
	EOHSLC (AOI): 365

b. *Distance Learning Option (3.b)*

Estimated Enrollment for FY 2021	120	Start Date for Distance Learning	08/26/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	EOPA: 120 EOHSLC (AOI): N/A
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 _____ 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:			
Pursuant to Executive Order 2020-51, we will plan to reopen the brick and mortar school for full in-person instruction as soon as our board determines that it is safe to reopen, having taken into account the ADHS benchmarks released on August 6 and the advice of local health officials. Our official school start date is August 26 and we will begin offering distance learning at that time, though we will offer on-site support services for students beginning on August 17. The AOI school will continue to operate as normal.			

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.

Attendance will be tracked via teachers, administrators and support staff communicating multiple times daily with students and parents via online Connector messaging, phone calls and Zoom conferencing to ensure students remain engaged for the full school day and to track progress in their classes. All of those interactions will be noted in the Connector to establish a record of contact and attendance. This process was established when the initial school shutdown took place this spring, so staff already have experience implementing it. If on a given day the school is unable to establish contact with a student/parent and the student fails to show progress in their classes, the student will be marked absent for that day. Additionally, students who are present for on-site support services on a given school day will be considered in attendance.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Call/message/Zoom conference parents/students to ensure students are engaged and working.	1. Teachers/Administrators/Support Staff	1. 2-3 times daily per student 2. Daily	1. Connector messages will be recorded in students' accounts after each interaction/outreach attempt.

2. Take attendance for students present in-person for on-site support services.	2. Teachers/Administrators/Support Staff		2. Daily roster reflecting students who attended in-person.

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
See above	See above	See above	See above

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

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

On-site school administrators, teachers and staff have been reporting and will continue to report to the school site prior to and during the school year.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
N/A - See above	N/A - See above	N/A - See above	N/A - See above

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. Human resource and other organizational policies are already posted on internal school website and senior administration is available by phone or in person to discuss issues surrounding human resources, payroll, benefits, etc. 2. Conference calls for staff to discuss organizational news, updates, challenges and successes.	1. Senior administration 2. Senior administration/school staff	1. Ongoing support and updates as needed 2. M/W/F each week	1. Web posting, documentation of employee interactions by senior administration 2. Conference call attendance logs/agendas

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation

1. Administrators and teachers/staff will be on-site, so PD can be delivered in person to teachers staff as needed. 2. Senior administration will provide start-of-year PD via webinar prior to the start of school.	1. Administrators 2. Senior Administration	1. Ongoing as needed 2. Start of School Year	1. Documentation of delivered PD by administrator, walkthrough feedback 2. Agenda/Attendance Log/Training Materials

List Specific Professional Development Topics That Will Be Covered

SPED, McKinney-Vento, Sexual Harassment Prevention, Study Island, A+/Connector, Organizational Values, Staff Expectations, Data Review, HR Policies/Procedures, Child Abuse

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.

On-site school teachers and staff have been reporting and will continue to report to their school site prior to and during the school year. Connectivity needs for continuing students were established during the spring shutdown and will be confirmed for the new school year. Needs for new students will be established once they have been enrolled.

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

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*
Kindergarten	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	1. Online, self-paced courses with interactive lessons 2. Teacher and mentor direct instruction/support via Connector online messaging, phone calls, Zoom conferencing or in-person at school site/learning center	Modified A+ Learning System (content customized by and proprietary to school)	1. Lesson assessments after each lesson to test for content mastery 2. Review tests after each unit covering content from multiple lessons	1. Summative pre- and post-tests administered before and after course content is delivered to measure student growth 2. Final exam administered at the end of each course reviewing all course content to test for mastery

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	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A

4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	1. Online, self-paced courses with interactive lessons 2. Teacher and mentor direct instruction/support via Connector online messaging, phone calls, Zoom conferencing or in-person at school site/learning center	Modified A+ Learning System (content customized by and proprietary to school)	1. Lesson assessments after each lesson to test for content mastery 2. Review tests after each unit covering content from multiple lessons	1. Summative pre- and post-tests administered before and after course content is delivered to measure student growth 2. Final exam administered at the end of each course reviewing all course content to test for mastery

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	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	1. Online, self-paced courses with interactive lessons 2. Teacher and mentor direct instruction/support via Connector online messaging, phone calls, Zoom conferencing or in-person at school site/learning center	Modified A+ Learning System (content customized by and proprietary to school)	1. Lesson assessments after each lesson to test for content mastery 2. Review tests after each unit covering content from multiple lessons	1. Summative pre- and post-tests administered before and after course content is delivered to measure student growth 2. Final exam administered at the end of each course reviewing all course content to test for mastery

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	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	1. Online, self-paced courses with interactive lessons 2. Teacher and mentor direct instruction/support via Connector online messaging, phone calls, Zoom conferencing or in-person at school site/learning center	Modified A+ Learning System (content customized by and proprietary to school)	1. Lesson assessments after each lesson to test for content mastery 2. Review tests after each unit covering content from multiple lessons	1. Summative pre- and post-tests administered before and after course content is delivered to measure student growth 2. Final exam administered at the end of each course reviewing all course content to test for mastery

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
See below for full plan	See below for full plan	See below for full plan	See below for full plan
Process for Implementing Action Step			

The school's goal is to design appropriate programs and services by facilitating collaborative efforts among parents, teachers, students, administrators, and other support personnel. Levels of intervention are based on student need and are determined by the IEP team. By identifying and implementing specific modifications and/or accommodations as outlined in their IEP, students will be able to achieve academic growth and achievement in the least restrictive environment as measured and monitored using appropriate formative and summative assessments.

We will provide our students with the support needed to acquire a fair and equitable educational program. Modifications and accommodations are outlined in the IEP and implemented in order to help students achieve growth and academic achievement. We offer a continuum of services in the least restrictive environment. All IEP/MET meetings will be conducted through Zoom meetings, or by phone conferencing. All related services will be provided through Teleservices.

Our digital learning delivery system allows for individualization based on student needs and we implement a systems approach to provide academic support to student with disabilities through:

Differentiation
Students will complete a formative pre-assessment to identify background knowledge in core subject areas.
Re-teaching opportunities will be provided as needed to make sure skills and concepts are mastered.
Differentiation will also be done through customized assessments and supplemental course material.
Curriculum will be accommodated and/or modified per the individual student's IEP.

Use of data
The Connector program provides a graphic interface that allows easy and clear access to student data.
The Special Education teacher will have regular data chats with students via the Connector, phone calls, and Zoom Meetings, to discuss progress and student needs.
Students will be aware of their completed work and lesson proficiency levels. Student progress indicators will be the first thing a student sees when logging in to complete assignments.

Supplemental support
Curriculum will be supplemented with Study Island, Zoom Meeting tutoring, and various web-based resources to help students master the content.
A variety of teacher resources will be used for supplementing students' skill development including additional review, worksheets, activities, skills practice, lesson reading guide, etc.

To ensure the curriculum addresses the needs of students with disabilities:

We will use A+ content with individualized accommodations and/or modifications per IEP.
Special Education staff will monitor and review progress towards IEP goals which is also used to measure effectiveness of curriculum.
Special Education students may be working at an adjusted pace with more time to review concepts and apply these skills to new problems.
The Special Education teacher will meet with classroom teachers through Connector messaging, Zoom Meetings, or by email, to ensure that needed modifications and/or accommodations are provided.

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
See below	See below	See below	See below

Process for Implementing Action Step

> We will continue to provide ELL instruction as needed but have placed a stronger emphasis on communicating with parents and families to ensure we understand what ELL needs exist and that they are met. As such, communication will take place multiple times daily with students/parents. At least one member of the school staff is bilingual in English and Spanish and will serve as the primary point of contact for families to ensure needs are met and other language needs will be addressed on an as-needed basis.

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/Staff Check-in	N/A	N/A	N/A	N/A	X
	Packet of Social and Emotional Topics	N/A	N/A	N/A	N/A	
	Online Social Emotional videos	N/A	N/A	N/A	N/A	
	Parent Training	N/A	N/A	N/A	N/A	
	Other:	N/A	N/A	N/A	N/A	

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	N/A	N/A	N/A	N/A	X
	Phone	N/A	N/A	N/A	N/A	X
	Webcast	N/A	N/A	N/A	N/A	X
	Email/IM	N/A	N/A	N/A	N/A	X
	Other:	N/A	N/A	N/A	N/A	

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.

Teachers/staff members will be checking in with students daily and will be available to offer support and counseling. These services can be delivered in-person at a learning center or school site (for students who choose to take advantage of on-site support services), via online Connector messaging, over the phone, or during a Zoom conference call. Because our schools serve disadvantaged students, staff are already trained and accustomed to offering social/emotional support and counseling based on individual student needs.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Support and counseling will be made available to students as needed during daily check-in(s).	1. Teachers/staff members	1. Daily	1. Any in-person meeting, phone call, Zoom meeting, or Connector conversation, including those which involve social emotional support and/or counseling, will be noted in the Connector for future reference and for recordkeeping purposes.

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. Lesson assessments after each lesson to test for content mastery 2. Review tests after each unit covering content from multiple lessons 3. Summative pre- and post-tests administered before and after course content is delivered to measure student growth 4. Final exam administered at the end of each course reviewing all course content to test for mastery	Assessments are delivered via A+ and school administrators/teachers/staff supervise progress and monitor results.	1. After each lesson 2. After each unit 3. Before and after course content is delivered 4. At the end of each course	All results for each assessment are recorded in A+ system and displayed in Connector.

Benchmark Assessments (1.a.vii)

In the tables below, <u>list</u> 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*
Kindergarten	N/A	N/A	N/A
1-3	N/A	N/A	N/A

4-6	N/A	N/A	N/A
7-8	N/A	N/A	N/A
9-12	Study Island (Edmentum) A+ Assessment Tool	In-person at school site (Study Island) or online (A+)	Within the first month of instruction.

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	N/A	N/A	N/A
1-3	N/A	N/A	N/A
4-6	N/A	N/A	N/A
7-8	N/A	N/A	N/A
9-12	Study Island (Edmentum) A+ Assessment Tool	In-person at school site (Study Island) or online (A+)	Within the first month of instruction.

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.