

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:

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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	Southwest Leadership Academy	Charter Holder Entity ID	92043
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Dr. Philip Geiger, Superintendent	
Representative Telephone Number		602-751-5858	
Representative E-Mail Address		Philip.geiger@rop.com	

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
Southwest Leadership Academy	92044	07-82-28-000

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.

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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	340	Start Date for Distance Learning	August 17,2020
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	340
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input checked="" 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) Parents who choose to keep their children home once the school fully opens will receive online instruction.		
	If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:		

We expect most parents will send their children to school when it is approved to open but those who want to keep their children home for fear of COVID 19, the school will provide Chromebooks, hot spots, and Edgenuity programs for the students to use. A teacher will monitor the student’s work and will have daily office hours for the student to call or visit with the teacher for additional instructional support. The school’s library and computer room will also be open to students to complete their online lessons from 8 AM to 8 PM. The school will use Google Classroom and Zoom and also provide recorded lessons for students to use. Assignments will be posted through Google Classroom; Zoom will be used for calling/vieo conference with students. If at all possible, the school intends to open school for in-person instruction August 17th.

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
<ol style="list-style-type: none"> 1. Student participation on Edgenuity will be monitored by an assigned teacher 2. Each teacher will conduct a Google classroom meeting each day and teach a specific lesson on one or more of the state standards in their academic program. Teachers will also set up office hours for students to call or visit the teacher for academic support by appointment. 	<ol style="list-style-type: none"> 1. The assistant principal will assign staff and each teacher will report daily the participation of each student. 2. Administrators will monitor the implementation of each teacher's Google classroom meeting. The office staff will receive, and schedule office visits or academic support calls for each teacher. 	<ol style="list-style-type: none"> 1. Daily reviews of each student's work. 2. Google classroom meetings will be held by each teacher at last once per day. 	<ol style="list-style-type: none"> 1. Edgenuity reports 2. Teachers will take attendance at each Google classroom session.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Throughout the summer we sent letters to the parents of all students keeping them apprised of the opening of school on August 17th and contingency plans if needed. 2. If we must resort to temporary distance learning, each student will be called to inform them of the decision and each student will be given their log in information which will also be mailed to them. They will also be given the name of their teacher advisor who they can connect with when needed. 3. Google classroom meetings will be held daily by each teacher with their advisees. 	<ol style="list-style-type: none"> 1. The communications were prepared by the superintendent and principal of the school and mailed via first class mail to all enrolled students. 2. The principal will designate each teacher's list of advisees and require teachers to call students. The principal and office staff will send letters to all enrolled students providing them with the information they need to log into Edgenuity and Google Classroom and will inform them how they can pick up a Chromebook and hot spot, if needed. 3. Each teacher will schedule their own Google Classroom meetings. 	<ol style="list-style-type: none"> 1. This has occurred every other week in June and July 2020. 2. As soon as we are aware that we must resort to distance learning, calls will commence the following day and letters will also be sent the following day. 3. Teachers will log in their Google Classroom meetings daily. 	<ol style="list-style-type: none"> 1. Mailing records. 2. Each teacher will log their calls to each student and the disposition of the calls (e.g.- contacted and ready, no answer-message left, refuse to participate by distance learning, etc.) 3. Teachers will log in their Google Classroom meetings daily in addition to the names of attendees. They will also log in the names of students who call for advisement or academic support.

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

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Teachers taught remotely since March but additional professional development on the use of Edgenuity, Google Classroom and methods of making remote instruction beneficial will be provided during PD week, July 27- July 31, 2020. 2. Staff will be expected to work from their individual classrooms at the school in order to work with students who want to use office hours and also to monitor students who are working in the library or computer room rather than from home, as required by law. 3. Core subject teachers all have Boxlight projectors and computer capabilities so they can provide a lesson and stream it to students. 4. Although most of the work will be done through Edgenuity, student assignments given will be returned either electronically or dropped off at the school in a special homework receptacle. The teacher assigning the work will also evaluate the student's progress and provide feedback to the student. We have successfully implemented this approach before. 	<ol style="list-style-type: none"> 1. The principal has established the agenda for the PD meetings and will deliver along with selected members of the teaching staff, the content of the distance learning training. 2. Teachers all have assigned classrooms and access to a computer high speed Internet to deliver online instruction. 3. The box light projectors and computer system have been purchased and installed and are installed in the classrooms of each core subject teacher. Teachers have received professional development in the use of this equipment already. 4. Each teacher will assign work to the students with whom they are working and provide for feedback either by phone, text, or email. 	<ol style="list-style-type: none"> 1. This will be a one-time training session, but the administration will monitor the instruction teachers are providing remotely. 2. Teacher will work the normal school calendar and schedule. 3. The use of the projectors is expected to be daily. 4. This will occur whenever a teacher gives an assignment outside of Edgenuity. 	<ol style="list-style-type: none"> 1. The program outline will be provided and each teacher who successfully completes the training will be provided a certificate identifying the hours and purpose of the training. 2. All teachers will maintain a log of their classes which will be reviewed by the administration. 3. When the teacher enters their instructional program into their log, they would indicate if they used their box light equipment. 4. Any homework assignments outside of Edgenuity will also be provided to the school administration so they are informed.

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.

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Because staff will be working at the school, the administration will consult with each teacher daily or more often as needed.	1. School principal	1. Daily	1. Administrators will maintain their own log of their consultations with staff and identify any areas of concerns or support needed and provide feedback on their work as needed.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Professional development on the use of Google Classroom, Edgenuity, Zoom, and You Tube was provided on 7/23 and 7/24/20. 2. Administrators will monitor lessons provided by the teachers and make recommendations for improvement.	1. Assistant principals, Meghan Miller and Jessica Vensel provided these two days of instruction. 2. The principal and both Aps.	1. This specific training is only being done prior to school opening. 2. Daily	1. Teachers all signed into the professional development and the training was videotaped for future use. 2. Direct observation

List Specific Professional Development Topics That Will Be Covered

- Google Classroom
 - Using G Suite for Education Apps- Google Docs/Sheets/Slides/Forms
 - Setting up classes
 - Using the Stream for announcements and postings
 - Creating assignments
 - Managing Classwork
 - Parent/Guardian communication/summaries
 - Interactive/blended learning resources
 - Google Add Ons and Extensions
- Zoom
 - Videoconferencing tips and techniques
 - Increasing engagement through Zoom
- Edgenuity

- Scope and Sequence resources
- You Tube – staff were previously taught how to upload classes and lessons onto You Tube.

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			
Contact and Discussion	x		
Needs Assessment-Available data		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: Edgenuity program	x		
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	x	x	x
Extended Weekday Hours			
24/7 Support			
Other:			

Teachers and staff will all be working at the school so they will have all the equipment and support needed.

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>
Kindergarten				
1-3				

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4-6				
7-8				
9-12	<i>Teachers will use Edgenuity and Google Classroom. They may also deploy a Zoom class and provide some instructional classes over You Tube</i>	<i>Edgenuity, Googler Classroom, Zoom and You Tube</i>	<i>Edgenuity provides for periodic assessments throughout the program. Teachers my assign homework to be returned to the teacher to ensure student achievement</i>	<i>Edgenuity has summative assessments built in.</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	<i>Teachers will use Edgenuity and Google Classroom. They may also deploy a Zoom class and provide some instructional classes over You Tube</i>	<i>Edgenuity, Googler Classroom, Zoom and You Tube</i>	<i>Edgenuity provides for periodic assessments throughout the program. Teachers my assign homework to be returned to the teacher to ensure student achievement</i>	<i>Edgenuity has summative assessments built in.</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				

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7-8				
9-12	<i>Teachers will use Edgenuity and Google Classroom. They may also deploy a Zoom class and provide some instructional classes over You Tube</i>	<i>Edgenuity, Googler Classroom, Zoom and You Tube</i>	<i>Edgenuity provides for periodic assessments throughout the program. Teachers my assign homework to be returned to the teacher to ensure student achievement</i>	<i>Edgenuity has summative assessments built in.</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	<i>Teachers will use Edgenuity and Google Classroom. They may also deploy a Zoom class and provide some instructional classes over You Tube</i>	<i>Edgenuity, Googler Classroom, Zoom and You Tube</i>	<i>Edgenuity provides for periodic assessments throughout the program. Teachers my assign homework to be returned to the teacher to ensure student achievement</i>	<i>Edgenuity has summative assessments built in.</i>

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

The school uses the Beyond Textbooks Curriculum which is based on state standards and will prepare their lessons in accordance with the pacing guide we have for each subject from Beyond Textbooks.

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. The special education teacher will conduct small group classes via Zoom and Google classroom daily. 2. Clinical services such as speech therapy, OT and PT will be provided virtually.	1. Special Education teacher supported by the Assistant Principal who oversees SPED. 2. The Assistant Principal will arrange for clinical services as needed.	1. The SPED teacher will meet with students daily and the administration will be consulting with the SPED teacher daily.	1. Both the SPED teacher and administrator will be maintaining their daily logs.

Process for Implementing Action Step

Teachers will be provided the goals for our ELL students so they can incorporate them into their regular lessons. They will also do an additional check with ELL students to determine their level of understanding. If additional support is needed teachers will work with students between 3 and 4 PM.

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
All ELL student at the school are integrated into regular classes and will receive the same instruction provided to all students. Additional Support can be provided by the teacher through their office hours and Edgenuity will translate the program into Spanish for the student.	Regular classroom teacher	Same as with all other students	Edgenuity reports, teacher instructional log, and Edgenuity report on translation

Process for Implementing Action Step

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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					
	Online Social Emotional videos					
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					x
	Phone					x
	Webcast					
	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
1. Special education students will be contacted individually by the SPED teacher. 2. The school counselor will call all students enrolled but not	1. The SPED teacher 2. School guidance counselor 3. School social worker	1. Daily 2. As determined from reports by the teachers. 3. As needed	1. The teacher will maintain a log of her contact with pupils. 2. The counselor will receive a list of non-participating students and will maintain a personal log of all her

participating to determine what we can do to assist. 3. The school's social worker will contact students and their families when we are aware of previous or emerging concerns.			contacts and the disposition of the student's status. 3. The social worker will maintain a contact log and the disposition of the call.
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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. The benchmark tests in Galileo and Edgenuity will be utilized. 2. BT formative assessment tests will be given weekly.	1. Each teacher 2. East teacher will provide the assessment tool.	1. As prescribed 2. Once per week	1. Student assessment results. 2. Although normally evaluated by the teacher, the teacher will review with the entire class and have each student email him/her their scores and the areas where they were deficient so they could follow u with a reteach class.

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
Kindergarten			
1-3			
4-6			
7-8			
9-12	Galileo	In person	October 2020

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>			
<i>1-3</i>			
<i>4-6</i>			
<i>7-8</i>			
<i>9-12</i>	<i>Galileo</i>	<i>In person</i>	<i>October 2020</i>

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.

