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	**Franklin Phonetic School-Prescott Valley**	**Charter Holder Entity ID**	6140
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Christina Gabaldon & Becky Fitch	
Representative Telephone Number		928-775-6747	
Representative E-Mail Address		cgabaldon@fppspv.net Beckyfitch@fppspv.net	

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
Franklin Phonetic Primary School, Inc.	**4190**	**000138751**

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?	*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	**451**	**Start Date for Distance Learning**	**8/3/2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	**101**	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	**451**
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. X4. 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:			
Beginning August 3rd all students will begin with online distance learning. Then students who are comfortable being back on campus will return to school once the Governor allows schools to reopen safely. Students will have the choice to attend school in person or online distance learning at that time. School will continue to be in session 5 days a week minus school holidays and breaks per the approved 2020-2021 calendar.			

Is the charter requiring students to do distance learning?	NO
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?	N/A.

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
Parent Attestation Form	Staci Barker	ongoing	Signed document kept in the office.

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
Teacher communication with parents/students	Teachers	Weekly	Communication Logs/Emails

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
Zoom/Google Meets will be utilized for instructional purposes	Core Teachers	2 X per week	Recorded/uploaded meetings into their Google Classrooms
One lesson/assignment on Zoom/Google Meets	Special Area Teachers	1 X per week	Recorded/uploaded meetings into their Google Classrooms
Support classroom teachers with duties as assigned	Paraeducators	Daily	Task Completion
Charting daily attendance/supporting staff as needed/communicating with parents	Office Staff	Daily	Task Completion
Support all staff/teachers, overseeing daily operations, Discipline	Administration	Daily	Task Completion
Daily temperature checks, updates vaccines, care for ill students/staff, communicate with parents	Health Aide	Daily	Communication Logs
Cleaning, sanitizing, repairs and maintenance	Maintenance/Custodians	Daily	Maintenance completion forms, walk-thrus

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
Online Instructional Coach to support teachers virtual learning	Shana Lujan	As Needed	Communication Log

Regular communication from Administration	Becky Fitch/Christina Gabaldon	Weekly	Communication Logs/Zoom Meetings
COVID-19 Handbook	Shana Lujan	As Needed	Handbook Completion

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Google Classroom PD -Zoom Meeting	Shana Lujan	Week of July 27, 2020	Completion certificate
Webcam PD- In person small groups	David Cutter	Week of July 27, 2020	Sign in sheet

List Specific Professional Development Topics That Will Be Covered

Covid-19 Handbook Training-Virtual CPI Training-Virtual COVID-19 safety response protocol-Virtual Paraeducator Training-Virtual Gradebook Training-Virtual PBIS-Virtual SPED- Virtual Assertive Discipline-Virtual Safety Meeting-Virtual

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	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, <u>list</u> the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten-1	*Direct instruction Via ZOOM/Instructional take*	*Saxon Math*	*Pre assessment Post Assessment*	*Bi Weekly*

	home packets/Google Meets/Pre-recorded Lessons			
2-3	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*Saxon Math*	*Pre assessment Post Assessment*	*Bi Weekly*
4-5	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*Saxon Math*	*Pre assessment Post Assessment*	*Bi Weekly*
6-8	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*Saxon Math*	*Pre assessment Post Assessment*	*Bi Weekly*
9-12	*N/A*	*N/A*	*N/A*	*N/A*

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten-1	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*Spalding*	*Pre assessment Post Assessment*	*Bi Weekly*
2-3	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*Spalding*	*Pre assessment Post Assessment*	*Bi Weekly*
4-5	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*Spalding*	*Pre assessment Post Assessment*	*Bi Weekly*
6-8	*Direct instruction via Zoom/Google Meet and Pre-recorded lessons*	*Spalding*	*Pre-assessment Post assessment*	*Bi-annually*
9-12	*N/A*	*N/A*	*N/A*	*N/A*

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

	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten-1	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*Science Weekly*	*Weekly Assignments*	*Weekly Assignments*
2-3	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*Mystery Science*	*Weekly Assignments*	*Weekly Assignments*
4-5	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*Science Weekly/Mystery Science*	*Weekly Assignments*	*Weekly Assignments*
6-8	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*McGraw Hill Glencoe Science series*	*Weekly Assignments*	*Weekly Assignments*
9-12	*N/A*			

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas) Computers, Social Studies, PE, ART				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten-5	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*Social Studies/ Social Studies Weekly*	*Weekly*	*Weekly*
Kindergarten-5	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*Computers/Microsoft Office*	*Weekly*	*Weekly*
Kindergarten-5	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*PE/Teacher created curriculum correlated to Arizona State Standards*	*Weekly*	*Weekly*
Kindergarten-5	*Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons*	*ART/Teacher created curriculum correlated to Arizona State Standards*	*Weekly*	*Weekly*

6-8	*Direct Instruction via Zoom/Google Meets/Pre-recorded lessons/Google classroom*	*Social Studies American Republic Civics Today Journey Across Time*	*Weekly Assignments*	*Weekly Assignments*
6-8	*Pre-recorded lessons/Google classroom*	*Computers/Microsoft Office*	*Weekly*	*Weekly Assignments*
6-8	*Pre-recorded lessons/Google classroom*	*PE/Teacher created curriculum correlated to Arizona State Standards*	*Weekly*	*Weekly Assignments*
6-8	*Pre-recorded lessons/Google classroom*	*ART/Teacher created curriculum correlated to Arizona State Standards*	*Weekly*	*Weekly Assignments*
9-12	*N/A*	*N/A*	*N/A*	*N/A*

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
Direct instruction Via ZOOM/Google Meets/Pre-recorded Lessons/Small Group	Sped Personnel	Daily or weekly Basis	Logging the number of Minutes of instruction and services provided in the teachers lesson plan book

Instruction for Identified SPED students			
Zoom Meeting to provide speech/language services, OT, and/or PT for SPED students	Related Service Providers	Dependent upon each students IEP	Related Service minutes will be logged and sent to the SPED director
Academic/cognitive testing for potential and existing SPED students	SPED personnel	As needed	Test results in students IEP folder

Process for Implementing Action Step

Sped staff will contact SPED parents and arrange schedules for when and how services will be provided depending upon each individual student's IEP and needs. Then the schedule for distance learning will be created and shared with applicable SPED staff and distance learning will begin on August 3, 2020.

    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
ILLP's will be developed for all EL students	EL Coordinator	Monthly	ILLP's in students cumulative folders
AZELLA Placement testing	EL Coordinator	As students are identified using the home language survey	AZELLA testing results in students cumulative folders

Process for Implementing Action Step

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Teacher Check In	Core Teachers	Weekly	Communication Log
Packet of Social and Emotional Topics	Cindy Honaker	Welcome packet at the beginning of the school year and for new students	Copy of packet in the office

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
Daily Assignments/Assessments	Core Teachers	Daily	Completion of Students work

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	*ISTEEP MATH*	*online, in person, or testing center*	*End of First Quarter, End of Second Quarter, End of Fourth Quarter*
1-3	*ISTEEP MATH*	*online, in person, or testing center*	*End of First Quarter, End of Second Quarter, End of Fourth Quarter*
4-6	*ISTEEP MATH*	*online, in person, or testing center*	*End of First Quarter, End of Second Quarter, End of Fourth Quarter*
7-8	*ISTEEP MATH*	*online, in person, or testing center*	*End of First Quarter, End of Second Quarter, End of Fourth Quarter*
9-12	*N/A*	*N/A*	*N/A*

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	*ISTEEP READING*	*online, in person, or testing center*	*End of First Quarter, End of Second Quarter, End of Fourth Quarter*
1-3	*ISTEEP READING*	*online, in person, or testing center*	*End of First Quarter, End of Second Quarter, End of Fourth Quarter*
4-6	*ISTEEP READING*	*online, in person, or testing center*	*End of First Quarter, End of Second Quarter, End of Fourth Quarter*
7-8	*ISTEEP READING*	*online, in person, or testing center*	*End of First Quarter, End of Second Quarter, End of Fourth Quarter*
9-12	*N/A*	*N/A*	*N/A*

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.