

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	Excalibur Charter Schools, Inc.	Charter Holder Entity ID	
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Michael McCord		
Representative Telephone Number	480-671-4584 School 814-490-7967 Cell		
Representative E-Mail Address	mmccord@excaliburschools.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
Avalon Elementary	81173	078901003

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	277	Start Date for Distance Learning	July 27 th , 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	277
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 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:		

Is the charter requiring students to do distance learning?	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.

**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
Students will be tracked by teachers and administration via Acellus software as well as attendance will be tracked for participation in Zoom Meetings. Teachers are holding two zoom meetings daily.	Campus Principal Registrar	Two times per day for Zoom meetings as well as daily attendance via Acellus in each subject area.	Acellus logs students time, date and participation on the lessons. Admin. will pull attendance record from Acellus and review participation daily.

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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
Teachers will hold two zoom meetings daily at 9 am and 2 pm. All teachers have established Google classroom and students have been issued school emails. Teachers and students will have open ability to communicate through Acellus as well as Google Classroom. Teachers will contact students' parents via phone calls and emails if students are not participating in lessons.	Teachers Principal	Everyday	Acellus attendance Teacher attendance records (google sheets) Powerschool will be used to record this data.

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
Teachers will be monitoring instruction via the Acellus program and providing feedback to students on lessons. Teachers are to make themselves available to students twice daily via Zoom meetings. Teachers once daily will hold a zoom read aloud that the teacher within Google Classroom will record themselves reading a story to the students.	Teacher Principal	Daily lessons provide in subjects throughout the day. 9am Zoom Meeting 3pm Zoom Meeting Between 1pm-2pm daily teacher will do a read aloud.	Acellus attendance Teacher attendance records (google sheets)

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
Principal will be on campus Monday-Thursday from 8:30 am to 3:30 pm with limited person to person interaction.	Executive Director Principal	Daily	Google calendar

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Principal will hold daily Zoom meetings with all teachers at 3:00 pm. All administrative staff is available via email and phone calls whenever the teachers assistance.			
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c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
We have conducted both in person with social distancing and small groups as wells as Zoom meetings. We have provided teachers with per established professional development videos from the curriculum company.	Principal	Two weeks prior to start school training as wells as on-going PD throughout the year.	PD calendar Sign in sheets Certificates of completion provide by PD vendor. Certification of completion provided by in house trainer.

List Specific Professional Development Topics That Will Be Covered

<p>Google Classroom Training Beyond Textbooks 101 Daily Math Skill-BT HMH-Math Curriculum Suicide Prevention and Awareness training Special Education PBIS Fred Jones-Tools for Teaching/Classroom Management (new teachers) Acellus Child Study Team Teacher evaluation/ Danielson Framework for Teaching Mandatory Reporting</p>

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		X	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	
WIFI Hot Spot			
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)				
	<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	Direct instruction via Zoom Independent Study	Into Math, Acellus	Unit Assessment Embedded Unit Assessments	End of Course Assessment End of Course Assessments
1-3	Direct instruction via Zoom Independent Study	Into Math, Acellus	Unit Assessment Embedded Unit Assessments	End of Course Assessment End of Course Assessments
4-6	Direct instruction via Zoom Independent Study	Into Math, Acellus	Unit Assessment Embedded Unit Assessments	End of Course Assessment End of Course Assessments
7-8	Direct instruction via Zoom Independent Study	Into Math, Acellus	Unit Assessment Embedded Unit Assessments	End of Course Assessment End of Course Assessments
9-12	na			

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>
Kindergarten	Direct instruction via Zoom Independent Study	Reading Street, Acellus	Weekly and Unit Assessments Embedded Unit Assessments	End of Course Assessment End of Course Assessments
1-3	Direct instruction via Zoom Independent Study	Reading Street, Acellus	Weekly and Unit Assessments Embedded Unit Assessments	End of Course Assessment End of Course Assessments
4-6	Direct instruction via Zoom Independent Study	Reading Street, Acellus	Weekly and Unit Assessments Embedded Unit Assessments	End of Course Assessment End of Course Assessments
7-8	Direct instruction via Zoom or Google Classroom Independent Study	Reading Street, Acellus	Weekly and Unit Assessments Embedded Unit Assessments	End of Course Assessment End of Course Assessments

9-12				
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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>
Kindergarten	<i>Direct instruction via Zoom or Google Classroom Independent Study</i>	<i>Beyond Textbooks, DiscoveryEducation , Acellus</i>	<i>Unit Common Formative Assessments Embedded Unit Assessments</i>	<i>End of Course Assessment</i>
1-3	<i>Direct instruction via Zoom or Google Classroom Independent Study</i>	<i>Beyond Textbooks, DiscoveryEducation , Acellus</i>	<i>Unit Common Formative Assessments Embedded Unit Assessments</i>	<i>End of Course Assessment</i>
4-6	<i>Direct instruction via Zoom or Google Classroom Independent Study</i>	<i>Beyond Textbooks, DiscoveryEducation , Acellus</i>	<i>Unit Common Formative Assessments Embedded Unit Assessments</i>	<i>End of Course Assessment</i>
7-8	<i>Direct instruction via Zoom or Google Classroom Independent Study</i>	<i>Beyond Textbooks, DiscoveryEducation , Acellus</i>	<i>Unit Common Formative Assessments Embedded Unit Assessments</i>	<i>End of Course Assessment</i>
9-12	<i>na</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>
Kindergarten	<i>Direct instruction via Zoom or Google Classroom Independent Study</i>	<i>Beyond Textbooks, DiscoveryEducation , Acellus</i>	<i>Unit Common Formative Assessments Embedded Unit Assessments</i>	<i>End of Course Assessments</i>
1-3	<i>Direct instruction via Zoom or Google Classroom Independent Study</i>	<i>Beyond Textbooks, DiscoveryEducation , Acellus</i>	<i>Unit Common Formative Assessments Embedded Unit Assessments</i>	<i>End of Course Assessments</i>
4-6	<i>Direct instruction via Zoom or Google Classroom Independent Study</i>	<i>Beyond Textbooks, DiscoveryEducation , Acellus</i>	<i>Unit Common Formative Assessments Embedded Unit Assessments</i>	<i>End of Course Assessments</i>
7-8	<i>Direct instruction via Zoom or</i>	<i>Beyond Textbooks,</i>	<i>Unit Common Formative</i>	

	<i>Google Classroom Independent Study</i>	<i>DiscoveryEducation , Acellus</i>	<i>Assessments Embedded Unit Assessments</i>	<i>End of Course Assessments</i>
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)

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. IEP service time will be provided through Zoom and Google Classroom based on current IEP 2. Accommodations will be provided as appropriate within the Acellus platform and in conjunction with classroom and special education staff	1.Special Education Teachers and staff 2. Classroom and Special Education Teacher	1. As set by IEP 2. As needed or requested by students or families	1. Special Education Communication Logs, data collection/ progress monitoring through zoom and google classroom sessions to track progress on IEP goals. 2. Acellus notes, grading, communication logs

Process for Implementing Action Step

Special Education Staff will contact parents to schedule in-person and virtual service time. Special Education staff will consult with classroom teachers weekly. Special Education staff will contact parents/families weekly.

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

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Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1.ELL direct intervention/support opportunities will be provided through Zoom and Google Classroom based on student needs 2.Accommodations will be provided as appropriate within the Acellus platform and in conjunction with classroom teacher	1. Teachers and staff 2. Classroom teachers and ELL coordinator	1. As needed or requested by students or families 2. As needed or requested by students or families	1. Teacher Communication Logs 2. Acellus notes, grading, communication logs

Process for Implementing Action Step

Teachers of English Language Learners will contact parents to schedule virtual academic support. Teachers will consult ELL coordinator bi- weekly. Teachers will contact parents/families weekly.

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	
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training					
	Other: Acellus Class	x	x	x	x	

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	Webcast					
	Email/IM					

Other:				
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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
Students will attend SEL class via Acellus Online Learning Platform	Classroom Teacher	Weekly	Attendance and Progress Monitoring

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
Common Formative Assessments	Classroom Teacher	Standard or Unit based following curriculum pacing guides	Progress Monitoring
Benchmark Assessments	Classroom Teacher	Beginning of Year, Middle of Year, End of Year	Benchmark Score Reports

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	Into Math Beginning of Year Benchmark Into Math Middle of Year Benchmark Into Math End of Year Benchmark	Online, in person	July 27-Oct 1 January 4- February 1 May 1-June 1

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1-3	<i>Into Math Beginning of Year Benchmark Into Math Middle of Year Benchmark Into Math End of Year Benchmark</i>	<i>Online, in person</i>	<i>July 27-Oct 1 January 4- February 1 May 1-June 1</i>
4-6	<i>Into Math Beginning of Year Benchmark Into Math Middle of Year Benchmark Into Math End of Year Benchmark</i>	<i>Online, in person</i>	<i>July 27-Oct 1 January 4- February 1 May 1-June 1</i>
7-8	<i>Into Math Beginning of Year Benchmark Into Math Middle of Year Benchmark Into Math End of Year Benchmark</i>	<i>Online, in person</i>	<i>July 27-Oct 1 January 4- February 1 May 1-June 1</i>
9-12			

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>Reading Street Baseline Group Test Reading Street Fluency Assessment Reading Street Mid Year Benchmark Reading Street Fluency Assessment Reading Street End of Year Benchmark Reading Street Fluency Assessment</i>	<i>Online, in person</i>	<i>July 27-Oct 1 July 27-Oct 1 January 4- February 1 January 4- February 1 May 1-May 27 May 1-May 27</i>
<i>1-3</i>	<i>Reading Street Baseline Group Test Reading Street Fluency Assessment Reading Street Mid Year Benchmark Reading Street Fluency Assessment Reading Street End of Year Benchmark Reading Street Fluency Assessment</i>	<i>Online, in person</i>	<i>July 27-Oct 1 July 27-Oct 1 January 4- February 1 January 4- February 1 May 1-May 27 May 1-May 27</i>
<i>4-6</i>	<i>Reading Street Baseline Group Test Reading Street Mid Year Benchmark Reading Street End of Year Benchmark</i>	<i>Online, in person</i>	<i>July 27-Oct 1 January 4- February 1 May 1-May 27</i>
<i>7-8</i>	<i>Literature Baseline Group Test Literature Mid Year Benchmark Literature of Year Benchmark</i>	<i>Online, in person</i>	<i>July 27-Oct 1 January 4- February 1 May 1-May 27</i>

9-12			
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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.