

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	Steve & Katherine Prahcharov	Charter Holder Entity ID	91110
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Steve Prahcharov		
Representative Telephone Number	6023274545		
Representative E-Mail Address	steve@scdsaz.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
Scottsdale Country Day School	91110	07824300

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	150	Start Date for Distance Learning	08/10/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	65	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	150
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 type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input checked="" type="checkbox"/> 5. Other (Please explain below)		
	If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use: Once it is deemed safe enough to open schools for in-person learning (using the ADHS 3 benchmarks) parents will have the option of keeping their children at home and continuing online learning through video conferencing into the classroom or sending their children to school. This will help families who have vulnerable children or family members.		

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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.

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1) Take attendance daily during start of Google Meets which is where the teaching will occur. Student will be marked present if attending and participating in the daily session. 2) Communicate thru email to Principal any students who are absent. 	<ol style="list-style-type: none"> 1) Teachers 2) Teachers & Principal 	<ol style="list-style-type: none"> 1) Daily 2) Weekly 	<ol style="list-style-type: none"> 1) Excel document emailed to Principal at the end of each school week. 2) Email correspondence.

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) Regular email communication to all enrolled SCDS families. 2) Face-to-face meetings each school day using Google Classroom. 3) For students who do not log on an email will be sent to the parents to communicate with them. 	<ol style="list-style-type: none"> 1) Executive Director 2) Teachers 3) Executive Director 	<ol style="list-style-type: none"> 1) Twice Monthly 2) Daily 3) As needed 	<ol style="list-style-type: none"> 1) Email correspondence 2) Daily video chat 3) Email correspondence

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) Teach students remotely using Google Classroom and pre-determine curricula to meet the educational needs of students by teaching grade-level standards. 2) Promote emotional well-being of students by allowing time for chat with teacher and classmates. 	<ol style="list-style-type: none"> 1) Teachers & Principal 2) Teacher 	<ol style="list-style-type: none"> 1) Daily for 180 school days or until Governor allows students to return to school. 2) Daily 	<ol style="list-style-type: none"> 1) Weekly lesson plans submitted to the Principal 2) Daily lessons taught on Google Classrooms.

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3) Provide differentiated instruction to meet all levels of students.	3) Teacher	3) Daily	3) Weekly lesson plans submitted to the Principal
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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) Discussion of SCDS handbook at in-service meeting/training to go over human resource policies and procedures.	1) Principal	1) Once during in-service	1) In-service meeting agenda
2) Weekly Staff Meeting on Fridays to discuss how the week went.	2) Principal	2) Weekly	2) Staff meeting agendas
3) Continuous support to teachers by Principal & Executive Director	3) Principal & Executive Director	3) As needed	3) Email communication

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) Online PD for Digital Curriculums to be used	1) Teachers will run training per their specialized knowledge in each curriculum area	1) During in-service and ongoing as needed	1) In-service meeting agendas
2) Providing Emotional Support for Families & Students during in-service meetings	2) Principal & Executive Director	2) During in-service and ongoing as needed	2) In-service meeting agendas

List Specific Professional Development Topics That Will Be Covered

<ol style="list-style-type: none"> 1) Go Math Digital Curriculum 2) Wonders ELA Digital Curriculum 3) Reading A to Z Digital Curriculum 4) Flocabulary Digital Curriculum 5) Generation Genius Science Digital Curriculum
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6) Emotional Support for Students & Families

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	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	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.

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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> Daily	<i>Summative Assessment Strategies and Frequency</i> Weekly
<i>Kindergarten</i>	<i>Direct instruction via Google Classrooms</i>	<i>Go Math IXL Flocabulary Kahn Academy</i>	<i>IXL Exit tickets and quizzes</i>	<i>IXL Galileo (Quarterly) Exit tickets and quizzes</i>
<i>1-3</i>	<i>Direct instruction via Google Classrooms</i>	<i>Go Math IXL Flocabulary Kahn Academy</i>	<i>IXL Exit tickets and quizzes</i>	<i>IXL Galileo (Quarterly) Exit tickets and quizzes</i>
<i>4-6</i>	<i>Direct instruction via Google Classrooms</i>	<i>Go Math IXL Flocabulary Kahn Academy</i>	<i>IXL Exit tickets and quizzes</i>	<i>IXL Galileo (Quarterly) Exit tickets and quizzes</i>
<i>7</i>	<i>Direct instruction via Google Classrooms</i>	<i>Go Math IXL Flocabulary Kahn Academy</i>	<i>IXL Exit tickets and quizzes</i>	<i>IXL Galileo Exit tickets and quizzes</i>
<i>9-12</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</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> Daily	<i>Summative Assessment Strategies and Frequency</i> Weekly
<i>Kindergarten</i>	<i>Direct instruction via Google Classrooms</i>	<i>Wonders Flocabulary Reading A to Z IXL</i>	<i>IXL Exit tickets and quizzes</i>	<i>IXL Galileo (Quarterly) Exit tickets and quizzes</i>
<i>1-3</i>	<i>Direct instruction via Google Classrooms</i>	<i>Wonders Flocabulary Reading A to Z</i>	<i>IXL Exit tickets and quizzes</i>	<i>IXL Galileo (Quarterly)</i>

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		<i>IXL</i>		<i>Exit tickets and quizzes</i>
<i>4-6</i>	<i>Direct instruction via Google Classrooms</i>	<i>Wonders Flocabulary Reading A to Z IXL</i>	<i>IXL Exit tickets and quizzes</i>	<i>IXL Galileo (Quarterly) Exit tickets and quizzes</i>
<i>7</i>	<i>Direct instruction via Google Classrooms</i>	<i>Wonders Flocabulary Reading A to Z IXL</i>	<i>IXL Exit tickets and quizzes</i>	<i>IXL Galileo (Quarterly) Exit tickets and quizzes</i>
<i>9-12</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</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 Daily</i>	<i>Summative Assessment Strategies and Frequency Weekly</i>
<i>Kindergarten</i>	<i>Direct instruction via Google Classrooms</i>	<i>Interactive Science Generation Genius Science Flocabulary</i>	<i>Exit tickets and quizzes</i>	<i>Exit tickets and quizzes</i>
<i>1-3</i>	<i>Direct instruction via Google Classrooms</i>	<i>Interactive Science Generation Genius Science IXL (2nd grade up) Flocabulary</i>	<i>Exit tickets and quizzes IXL (2nd grade up)</i>	<i>Exit tickets and quizzes IXL (2nd grade up)</i>
<i>4-6</i>	<i>Direct instruction via Google Classrooms</i>	<i>Interactive Science Generation Genius Science IXL Flocabulary</i>	<i>Exit tickets and quizzes IXL</i>	<i>Exit tickets and quizzes IXL</i>
<i>7</i>	<i>Direct instruction via Google Classrooms</i>	<i>Interactive Science Generation Genius Science IXL Flocabulary</i>	<i>Exit tickets and quizzes IXL</i>	<i>Exit tickets and quizzes IXL</i>
<i>9-12</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</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 Daily</i>	<i>Summative Assessment Strategies and Frequency Weekly</i>
<i>Kindergarten</i>	<i>Direct instruction via Google Classrooms</i>	<i>Harcourt Social Studies Flocabulary</i>	<i>Exit tickets and quizzes</i>	<i>Exit tickets and quizzes</i>
<i>1-3</i>	<i>Direct instruction via Google Classrooms</i>	<i>Harcourt Social Studies IXL (2nd grade up) Flocabulary</i>	<i>Exit tickets and quizzes IXL (2nd grade up)</i>	<i>Exit tickets and quizzes IXL (2nd grade up)</i>
<i>4-6</i>	<i>Direct instruction via Google Classrooms</i>	<i>Harcourt Social Studies IXL Flocabulary</i>	<i>Exit tickets and quizzes IXL</i>	<i>Exit tickets and quizzes IXL</i>
<i>7</i>	<i>Direct instruction via Google Classrooms</i>	<i>Harcourt Social Studies IXL Flocabulary</i>	<i>Exit tickets and quizzes IXL</i>	<i>Exit tickets and quizzes IXL</i>
<i>9-12</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</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)

During remote learning, SCDS will educate teacher using a blend of online resources (Flocabulary, Reading A to Z, IXL, Generation Genius Science, Go Math, Wonders, Collections) and textbooks to teach the students. All students will be required to come into school to pick up their supplies (textbooks, notebooks, pencils etc, laptop/Ipod if needed) prior to the 1st day of school which is scheduled for August 10, 2020. During the March thru May, 2020, interruption of in-person schooling, SCDS teachers went above and beyond in continuing to provide an excellent academic, social, and emotional program to its students and families. This has helped prepare SCDS for this upcoming remote learning.

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.*

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Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1) Check student files for IEP needs	1) Special Education Teacher	1) Prior to school starting and as new students enroll	1) SPED list of students and needs
2) Provide minutes per student's IEP through Google Classrooms	2) Special Education Teacher	2) Weekly	2) SPED log and register
3) Provide speech, PT, OT, evals, meetings per IEP needs	3) Special Education Teacher	3) Weekly	3) SPED log and register

Process for Implementing Action Step

Special Education teacher & Principal will communicate with each other, teachers, and parents regarding meeting the student's needs per the IEP using Google Classrooms.

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
1) Check Home Language Surveys	1) Special Education Teacher	1) Prior to school starting and as new students enroll	1) ELL list of students
2) Administer ELL testing where necessary	2) Special Education Teacher	2) As needed	2) Testing dates

Process for Implementing Action Step

Special Education teacher & Principal will communicate with each other, teachers, and parents regarding meeting the student's needs per the Home Language Survey using Google Classrooms.

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	6-7	9-12
Social Emotional Learning	Teacher Check-in	X	X	X	X	n/a
	Packet of Social and Emotional Topics					n/a

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	Online Social Emotional videos	X	X	X	X	n/a
	Parent Training	X	X	X	X	n/a
	Other:					n/a

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					n/a
	Phone					n/a
	Webcast	X	X	X	X	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
1) Teachers will monitor students and see how they are doing each day during the lesson	1) Teacher	1) Daily	1) Teacher will email Principal if there are any issues
2) Lessons will be provided on Flocabulary	2) Teacher & Principal	2) During weekly lessons	2) Lesson Plans
3) Parents will be encouraged to watch the videos on Flocabulary with their children	3) Executive Director	3) Weekly	3) Email correspondence
4) Parents/students who are thought to need counselling by teacher/Principal or ask for counselling will be provided counselling services by way of video conference on Google Classroom	4) Principal	4) As needed	4) Log of counselling services used

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) Successfully complete exit tickets and quizzes at 80% or higher	1) Teacher	1) Daily/weekly	1) Teacher record book and lesson plans

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	Galileo	Online if shutdown extends beyond 1 st 3 weeks of school. In-person & online if school returns on August 17.	August 24 - September 15, 2020
1-3	Galileo	Online if shutdown extends beyond 1 st 3 weeks of school. In-person & online if school returns on August 17.	August 24 - September 15, 2020
4-6	Galileo	Online if shutdown extends beyond 1 st 3 weeks of school. In-person & online if school returns on August 17.	August 24 - September 15, 2020
7	Galileo	Online if shutdown extends beyond 1 st 3 weeks of school. In-person & online if school returns on August 17.	August 24 - September 15, 2020
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

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<i>Kindergarten</i>	<i>Galileo</i>	<i>Online if shutdown extends beyond 1st 3 weeks of school. In-person & online if school returns on August 17.</i>	<i>August 24 - September 15, 2020</i>
<i>1-3</i>	<i>Galileo</i>	<i>Online if shutdown extends beyond 1st 3 weeks of school. In-person & online if school returns on August 17.</i>	<i>August 24 - September 15, 2020</i>
<i>4-6</i>	<i>Galileo</i>	<i>Online if shutdown extends beyond 1st 3 weeks of school. In-person & online if school returns on August 17.</i>	<i>August 24 - September 15, 2020</i>
<i>7</i>	<i>Galileo</i>	<i>Online if shutdown extends beyond 1st 3 weeks of school. In-person & online if school returns on August 17.</i>	<i>August 24 - September 15, 2020</i>
<i>9-12</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</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.

