

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	Vector School District, Inc.	Charter Holder Entity ID	90317
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	KJ Weihing		
Representative Telephone Number	480-779-2010 ext 2123		
Representative E-Mail Address	kjweihing@skylineschools.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
Vector Prep and Arts Academy	90318	07-85-62-001

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	194	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	103	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	194
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 checked="" 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:

We intend to operate distance learning for all students until the school’s governing board determines that in-person teacher-led classroom instruction can safely be made available based on benchmark recommendations to be released by the Arizona Department of Health Services, guidance from county health officials, community needs and additional available resources.

When a safe return is determined, students will be given the option to (1) continue with distance learning or (2) return to school facilities for in-person learning. Students will be able to change their selected learning option at defined intervals throughout the year.

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, marking students that are absent during live instruction on Google Meet every morning. 2. Monitor attendance through Edgenuity/Odysseyware. This includes tracking daily assignments or time spent using program. 	<ol style="list-style-type: none"> 1. Classroom Teacher 2. Classroom Teacher 	<ol style="list-style-type: none"> 1. Daily 2. Daily 	<ol style="list-style-type: none"> 1. Infinite Campus Reports 2. Edgenuity/Odysseyware Reports

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. Inform students and their parent/guardian of student's absences through use of Infinite Campus reports and automated call system, telephone, email, or mail. 2. Email sent to parent/Guardian if not able to get a hold of parent by phone. 3. Inform parents, students, and staff of school attendance regulations. 4. Supervise and administer the attendance policy and regulations 5. Maintain accurate records of student attendance. 6. Work constructively with the student and parent/guardian to achieve regular attendance. 	<ol style="list-style-type: none"> 1. Classroom Teacher and/or administration 2. Classroom Teacher 3. Administration 4. Administration 5. Administration 6. Classroom Teacher and/or Administration 	<ol style="list-style-type: none"> 1. When absences occur 2. After 3 consecutive absences 3. Weekly 4. Daily 5. Daily 6. When 3+ consecutive absences occur. 	<ol style="list-style-type: none"> 1. Infinite Campus Absence Call report, phone logs, emails, or mail, Class Dojo 2. Teacher Call Log 3. Emails, Staff meeting agendas and sign in sheets 4. Emails, phone log 5. Infinite Campus Reports 6. Phone call log, emails

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

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

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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 accurate daily attendance and maintain accurate attendance records for each daily class. 2. Provide schedule to students and parents of daily virtual office hours. 3. Provide daily live instruction through Google Classroom/Meet 4. Communicate makeup work policies to students and apply those procedures consistently. 5. Provide any attendance problems that may arise to campus administration and work constructively with administration, parent/guardian, and the student to help get the student get back on track. Provide small group/individual instruction. 6. SPED teachers will work with families to ensure that students are able to receive accommodations outlined in individual student IEPs. 	<ol style="list-style-type: none"> 1. Classroom Teacher 2. Classroom Teacher 3. Classroom Teacher 4. Classroom Teacher 5. Classroom Teacher 6. Classroom Teacher, SPED, Instructional Interventionists 	<ol style="list-style-type: none"> 1. Daily 2. Post in Google Classroom by Friday, July 31st 3. Daily 4. When a student has missed two or more assignments or is showing they are behind in the course. 5. After three consecutive days absent 6. Daily 7. Weekly 	<ol style="list-style-type: none"> 1. Infinite Campus Attendance Report 2. Google Classroom Post, email 3. Google Classroom/Meet Recording 4. Syllabus, email 5. Phone call log, email, Class Dojo 6. Google Meet Recording, lesson plans 7. phone call log, emails

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
<ol style="list-style-type: none"> 1. Regular communication with staff regarding COVID-19 updates and policies from the State Government 	<ol style="list-style-type: none"> 1. President of School 2. Administration 3. Administration 	<ol style="list-style-type: none"> 1. As updates are available 2. As updates are available 3. Weekly 	<ol style="list-style-type: none"> 1. Emails 2. District COVID-19 Policies 3. MS Teams

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<ol style="list-style-type: none"> 2. Regular disbursement of COVID-19 Related school/employee policies and procedures. 3. Schedule weekly staff meetings between admin and teachers 			
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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
<ol style="list-style-type: none"> 1. Develop a Professional Development Calendar that includes training on virtual instruction. 2. Provide pre-service training on Edgenuity, Odysseyware, SEPUP, MyPath, PathBlazer, Google Classroom including Google Meet. 3. Provide virtual coaching to staff when difficulties arise (though staff request or administration or coach observation) 4. Schedule and implement weekly PLCs for teachers to connect with their counterparts to collaborate, and problem-solve and improve virtual teaching skills and the academic performance of students. 5. Schedule and implement weekly staff meetings to provide additional support on virtual learning techniques and the obstacles teachers face with distance learning. 	<ol style="list-style-type: none"> 1. Campus Administration and Curriculum Department 2. Campus Administration and Curriculum Department 3. Instructional Coaches 4. Classroom Teachers other support staff who work with students. 5. Campus Administration 	<ol style="list-style-type: none"> 1. July 2. Last two weeks of July 3. Weekly (as needed) 4. Weekly starting September 5. Weekly (As needed) 	<ol style="list-style-type: none"> 1. Professional Development Calendar 2. Training Agendas, Presentation handouts or PowerPoint Slides, Sign-In Sheets 3. Coaching Logs 4. PLC Notebooks (minutes) 5. Meeting Minutes and PowerPoint Presentations

List Specific Professional Development Topics That Will Be Covered

- Assessing students through distance learning
- Holding conferences/small group instruction via Google Meet
- Using Google Meet/Jamboard to differentiate instruction
- Maintaining communication with students and families
- Online Instructional Program Training (Infinite Campus, Edgenuity, PathBlazer/MyPath, Odysseyware, SEPUP)

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		
Personal Contact and Discussion		X	X
Needs Assessment-Available data		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, **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>
K-5	<i>Direct instruction via Google Meet, Small group instruction, and one-to-one conferencing, Online Web-based Instructional Programs</i>	<i>Odysseyware, Eureka Math, PathBlazer</i>	<i>Virtual Discussion (Daily), Quizzes (Every 3 Lessons), Activities (Daily), and Short Answer Responses (Weekly)</i>	<i>End of Unit Test (Every 2-3 weeks)</i>
6	<i>Direct instruction via Google Meet, Small group instruction, and one-to-one conferencing, Online Web-based Instructional Programs</i>	<i>Edgenuity, Eureka Math, MyPath</i>	<i>Virtual Discussion (Daily), Quizzes (Every 3 Lessons), Activities (Daily), and Short Answer Responses (Weekly)</i>	<i>End of Unit Test (Every 2-3 weeks)</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>
K-5	<i>Direct instruction via Google Meet, Small group instruction, and one-to-one conferencing, Online Web-based Instructional Programs</i>	<i>Odysseyware; Expeditionary Learning, PathBlazer, Raz-Kids</i>	<i>Virtual Discussion (Daily), Quizzes (Every 3 Lessons), Activities (Daily), and Short Answer Responses (Weekly)</i>	<i>End of Unit Test (Every 2-3 weeks)</i>
6	<i>Direct instruction via Google Meet, Small group instruction, and one-to-one</i>	<i>Edgenuity; Expeditionary Learning, MyPath</i>	<i>Virtual Discussion (Daily), Quizzes (Every 3 Lessons),</i>	<i>End of Unit Test (Every 2-3 weeks)</i>

	<i>conferencing, Online Web-based Instructional Programs</i>		<i>Activities (Daily), and Short Answer Responses (Weekly)</i>	
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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>
<i>K-2</i>	<i>Direct Instruction via Google Meet, Online Web-based Instructional Programs</i>	<i>FOSS</i>	<i>Virtual Class Discussion (twice a week)</i>	<i>End of Unit Test (Every 2-3 weeks)</i>
<i>3-5</i>	<i>Direct Instruction via Google Meet, Online Web-based Instructional Programs</i>	<i>Odysseyware</i>	<i>Virtual Class Discussion (Daily) Quizzes (Every 3 Lessons), Activities (Daily), and Short Answer Responses (Weekly)</i>	<i>End of Unit Test (Every 2-3 weeks)</i>
<i>6</i>	<i>Direct Instruction via Google Meet, Online Web-based Instructional Programs</i>	<i>SEPUP-Science Lab Aids, Edgenuity</i>	<i>Virtual Class Discussion (Daily) Quizzes (Every 3 Lessons), Activities (Daily), and Short Answer Responses (Weekly)</i>	<i>End of Unit Test (Every 2-3 weeks)</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>

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

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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. Provide small group supplemental instruction including differentiation for general education classroom via Google Meet. 2. Schedule small group or one-to-one service time through Google Meets based on their LRE. 3. Monitor student use of Odysseyware and Edgenuity to determine learning needs. 4. Related service providers are scheduling their time via Zoom	1.SPED Teachers and Aides 2. SPED Teacher and Aides 3. SPED Teachers and Aides 4. Speech and Language Pathologists and Occupational Therapists	1. Daily 2. Daily 3. Daily 4. As required in IEP	1. Service Log 2. Service Log 3. Service Log 4. Service Log

Process for Implementing Action Step

SPED department reviews all classroom schedules to determine meeting times for specialized instruction for all students with an IEP. One-to-one or small group meeting times will be communicated to students. SPED department will monitor Odysseyware and Edgenuity for completion, test scores, and accuracy to determine the need for additional instruction. Teachers use PathBlazer and MyPath to help provide digital instruction specific to academic based IEP goals. SPED Department assigns specific skills based on IEP goals.

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. Provide small group supplemental instruction including differentiation for general education classroom via Google Meet. 2. Monitor student use of Odysseyware and Edgenuity to determine learning needs.	1. Classroom Teacher 2. Classroom Teacher	1. As determined by assessment data 2. Daily	1. Lesson Plans 2. Reports from Odysseyware or Edgenuity

Process for Implementing Action Step

The classroom teacher will review assessment data and student work to determine learning needs of English Language Learners. Teacher will schedule small group or one-on-one conferences to provide supplemental instruction. The teacher will monitor students accuracy and reteach as needed.

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	X	X	X	X	
	Parent Training					
	Other: Daily Virtual SEL Lessons	X	X	X	X	

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	Webcast					
	Email/IM					
	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. Provide daily social and emotional virtual lessons on Google Meet to cover a wide range of SEL topics.	1. Classroom Teacher	1. Daily	1. Sanford Harmony Program (K-6) and Overcoming Obstacles (7-12)

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. Assigning grade level classwork and assessments 2. PathBlazer/MyPath	1. Classroom Teacher 2. Classroom Teacher	1. Daily 2. Ongoing	1. Gradebook 2. PathBlazer/MyPath Growth 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)			
	<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>
Kindergarten-5	1. PathBlazer Placement Test 2. NWEA MAP	1. online 2. online	1. 8/3-8-21/20 2. 11/30-12/11/20, 3/1-3/12/21
6	1. MyPath Placement Test 2. NWEA MAP	1. online 2. online	1. 8/3-8-21/20 2. 11/30-12/11/20, 3/1-3/12/21

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>
Kindergarten-5	1. PathBlazer Placement Test 2. NWEA MAP	1. online 2. online	1. 8/3-8-21/20 2. 11/30-12/11/20, 3/1-3/12/21
6	1. MyPath Placement Test 2. NWEA MAP	1. online 2. online	1. 8/3-8-21/20 2. 11/30-12/11/20, 3/1-3/12/21

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.