

Distance Learning Plan 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:

Distance Learning Plan Template 2020-2021

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	William Sakelarios	Charter Holder Entity ID 79068	
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Mal Cooper, Principal		
Representative Telephone Number	928-775-9675 x7102		
Representative EMail Address	Cooper@PaceAcademy.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
PACE Preparatory Academy	79068	138758000

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.

Distance Learning Plan Template 2020-2021

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?	146
How many instructional days did the charter school operate for School Year 2019-2020?	146

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	92	Start Date for Distance Learning	8/3/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	50	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	92
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:		
PACE will be using 1:1 secure Chromebook computers with all enrolled students using a combination of Google Classroom and PLP curriculum. Students and staff will be scheduled for specific class times. When students are at home they will log into the live online instructional environment. Attendance will be taken each period.			

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?	No - not applicable

**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
In person and online attendance	All teachers	Every period, every day following the school schedule	Teacher daily attendance checklist; Monitoring Chromebook and PLP attendance digital logs

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
Absences will be reported by direct communication to parents and students	Principal and Registrar	Daily absences via school email and SchoolMessenger contact software	Daily digital logs

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 present daily classes through Google Classroom on a set schedule	Teachers and Principal	Daily classes are 50 minutes long	Teachers and students adhere to the schedule per the digital logs
Teachers will monitor student progress and attendance	Teachers	Daily	Teachers maintain student contact logs about concerns and issues
All staff will participate in weekly staff meetings	Teachers and Principal	Weekly staff meeting	Attendance will be taken and maintained on the meeting notes
Identify students needing remediation	Teachers and Principal	Bi-weekly	MTSS documentation

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
Weekly meetings with teachers and staff	Staff, Principal and Director	Weekly	Attendance will be taken and maintained on the meeting notes
1:1 contact with teachers and staff to discuss individual concerns	Principal and Director	As needed	Follow up Action Plan
Action plan to resolve and communicate solutions	Principal and Director	After 1:1 contact meeting	Written Action Plan

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

Distance Learning Plan Template 2020-2021

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Monthly professional development through Simple K-12 certified PD program on timely instructional topics	Principal and Director	Monthly on Fridays - a non instructional day	Course completion certificate
Mandatory trainings: Bloodborne Pathogens, Annual Special Education Training, Mandatory Reporting	Principal and Director	Week prior to the start of school on 8/3/20	Course completion certificate

List Specific Professional Development Topics That Will Be Covered

CPR, Basics of Google Classroom, Organizing and Archiving Google Classroom, Best Practices for using Google Classroom, Online Formative Assessment Tools and Strategies for Google Classroom, Social Emotional Learning, Facilitating Learning from Home, Creative online collaboration.

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	X	X
Supplemental Utility Support (Internet)	X	X	X
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X	X	X
24/7 Support			
Other: every Friday	X	X	X

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>
<i>Kindergarten</i>	N/A	N/A	N/A	N/A

Distance Learning Plan Template 2020-2021

1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	Google Classroom	Personal Learning Platform (PLP)	Quizzes and activities provided in PLP - daily; teacher created informal assessments at least weekly	End of chapter/unit/course tests provided by PLP weekly and semester end

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	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	Google Classroom	Personal Learning Platform (PLP)	Quizzes and activities provided in PLP - daily; teacher created informal assessments at least weekly	End of chapter/unit/course tests provided by PLP weekly and semester end

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	N/A	N/A	N/A	N/A
1-3	N/A	N/A	N/A	N/A
4-6	N/A	N/A	N/A	N/A
7-8	N/A	N/A	N/A	N/A
9-12	Google Classroom and Personal Learning Platform (PLP)	Personal Learning Platform (PLP)	Quizzes and activities provided in PLP - daily	End of chapter/unit/course tests provided by PLP weekly and semester end

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>1-3</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>4-6</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>7-8</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>9-12</i>	<i>Personal Learning Platform (PLP); Google Classroom</i>	<i>Personal Learning Platform (PLP); Sphero Robotics; Sketch-up for CAD Fabrication course</i>	<i>Quizzes and activities provided in PLP - daily; Teacher created informal assessments at least weekly</i>	<i>End of chapter/unit/course tests provided by PLP weekly and semester end</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)

Students enrolled in the robotics course will be issued a small personal robot.

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
A special education teacher will provide direct and push in services	Special Education Teacher	Weekly and monthly	Daily service log

Process for Implementing Action Step

The students' schedules will be reviewed and the special education teacher will push into scheduled Google Classroom course to provide direct support. The teacher will be able to work individually with students on goals and with students in small groups on transition plan activities.

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
ELL students will be identified by PHLOTE form	Principal and Registrar	Upon enrollment	Principals
SEI strategies will be implemented during instruction	SEI endorsed teachers	Daily	Each student will have an ILIP
AZELLA will be administered to ELL students	Testing Coordinator	Twice per year	Recorded results of the AZELLA

Process for Implementing Action Step

The process is to first identify ELL students by review of their PHLOTE on enrollment. Confirmation of their ELL status will come from AZEDS. The teachers will be notified of eligible students, their level, and appropriate strategies to be implemented. Progress will be monitored by AZELLA testing and ILLP annual meetings.

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

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

Other:	N/A	N/A	N/A	N/A	
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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
ReThink Ed has been adopted for a school-wide SEL program implemented during a daily lab period.	Principal and Director	Weekly and in small groups as needed	Teacher time and effort logs - Google Doc and Sheets
The Principal will provide counseling intervention as needed for individual students.	Principal	Intermittent and as needed basis	Student and parent contact logs

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
Students will complete each course with a score of 70% or better.	Teachers	As measured by end of course grade	Transcript

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	N/A	N/A	N/A
1-3	N/A	N/A	N/A
4-6	N/A	N/A	N/A
7-8	N/A	N/A	N/A
9-12	Galileo	Online	week of 8/24/20, 1/18/21, 4/26/21

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>
<i>Kindergarten</i>	N/A	N/A	N/A
<i>1-3</i>	N/A	N/A	N/A
<i>4-6</i>	N/A	N/A	N/A
<i>7-8</i>	N/A	N/A	N/A
<i>9-12</i>	<i>Galileo</i>	<i>Online</i>	<i>week of 8/24/20, 1/18/21, 4/26/21</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.