

# Distance Learning Plan Template for Charter Schools

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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"> <li>1. Develop full Professional Development Calendar that includes training on Virtual Instruction.</li> <li>2. Provide pre-service training to staff on Edgenuity, Core Knowledge, Singapore Math, and required state training</li> <li>3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model</li> <li>4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).</li> </ol>	<ol style="list-style-type: none"> <li>1. Dean of Academics</li> <li>2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches)</li> <li>3. Dean of Academics and Virtual Instructors</li> <li>4. Instructional Coaches</li> </ol>	<ol style="list-style-type: none"> <li>1. Early July</li> <li>2. Last week of July</li> <li>3. Weekly</li> <li>4. Weekly (as needed)</li> </ol>	<ol style="list-style-type: none"> <li>1. Professional Development Calendar</li> <li>2. Training Agendas, Sign in Sheets, and Presentations</li> <li>3. Meeting Notes</li> <li>4. Coaching Logs</li> </ol>

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	Triumphant Learning Center	Charter Holder Entity ID	4225
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Robin Dutt		
Representative Telephone Number	928-348-8422		
Representative E-Mail Address	rdutt@tlctigers.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
Triumphant Learning Center	4897	058702000

### 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?	145
How many instructional days did the charter school operate for School Year 2019-2020?	145

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	96	Start Date for Distance Learning	8/03/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	10	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	96
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:			
Our school will offer in person as well as hybrid and distance learning options based on following the Governor’s orders and using best practices for our school throughout the year. It looks like distance learning is here to stay for the foreseeable future.			

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?	No

*\*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
1.Students are required to complete a daily question to show that they have logged on to google classroom.  2.Students will be required to participate in at least one virtual meeting per subject per week.	1.Home room teachers are responsible for tracking attendance for each of their students.  2.Teachers are responsible for reporting attendance to school office administrator.	1.Home room teachers will keep a daily log of student's participation. The log from the previous week will be provided to the office administrator each Monday by 10:00 AM for entry into the SIS	1. When the student completes the daily question within google classroom a timestamp is created on their submission for review by the teacher.  2.The teacher will have a log for each virtual meeting that allows for attendance to be

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<p>3. Students will have work assigned 4 days per week, there may be extended projects and the students are responsible for completing ALL assignments by midnight on Sunday each week.</p>	<p>3. School office administrator is responsible for reporting attendance within the SIS.</p>		<p>taken. These logs will be labeled with the date and time of the meeting/lesson and signed by the teacher.</p> <p>3. This evidence of implementation will be retained for each 9-week period and restarted as needed.</p>
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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
<p>1. Students will be able to contact their teacher via email or google classroom Monday-Thursday from 8am-4pm.</p> <p>2. Teachers will have daily designated class times for virtual Q &amp; A.</p> <p>3. If a child does not participate in lessons, the teacher is required to communicate with the parents/student to determine the reason. If the student does not complete assignments, the teacher will refer the family to administration for further discussion.</p> <p>4. The administration will contact the family to find out how the student can be most successful. In-person meetings with the family may be needed.</p>	<p>1. Teacher</p> <p>2. Parent/student</p> <p>3. Administration</p>	<p>1. Daily communication is required by students.</p> <p>2. Parents are asked to check student's progress at least weekly through the SIS.</p> <p>3. Administration will establish communication as needed.</p>	<p>1. Logs will be used to ensure that the teachers or administration are contacting parents/students as needed.</p> <p>2. Google classroom timestamps will verify online communication.</p> <p>3. Virtual attendance logs will be used to verify student communication,</p>

## 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
<p>1. Teachers will make lesson plans.</p> <p>2. Teachers will provide virtual lessons.</p> <p>3. Teachers will assess student progress through practice, assignments, and assessments.</p> <p>4. Teachers will remediate when necessary using virtual platforms i.e. Google Meets.</p>	<p>1. Teachers</p> <p>2. Aides</p> <p>3. Administration</p> <p>4. IT</p>	<p>1. Monday through Thursday 8-4 or as needed to complete tasks. This applies to all teachers and staff.</p>	<p>1. Student progress and support</p> <p>2. Online lesson plans</p> <p>3. Virtual lessons</p> <p>4. Less than 5% IT complaints. Verified through IT log.</p> <p>5. Timely submission of required state and</p>

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<p>5. Teachers will maintain contact with students by creating virtual office hours.</p> <p>6. Aides will assist teachers in providing virtual lessons.</p> <p>7. Aides will be available Monday through Thursday 8-4 for in-person assistance.</p> <p>8. Aides will provide support for student success, i.e. create virtual or paper worksheets, find educational videos, or finding additional resources to support student learning.</p> <p>9. Administration will be required to complete assigned administrative tasks.</p> <p>10. IT will be required to be available for technical difficulties Monday through Thursday 8-4.</p> <p>4. Teacher will create online office hours for additional student contact opportunities.</p>			federal reports.
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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
<p>1. All human resource policies and forms are available to employees.</p> <p>2. Weekly virtual meeting with all employees.</p>	1. Administration	1. Weekly	<p>1. Resources to be found in google docs.</p> <p>2. Attendance logs from Google Meet.</p>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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<ol style="list-style-type: none"><li>1. Online staff orientation through google classroom.</li><li>2. Virtual PD provided by ADE</li><li>3. Virtual and in-person in service.</li><li>4. Virtual staff meeting</li></ol>	<ol style="list-style-type: none"><li>1. Administration</li></ol>	<ol style="list-style-type: none"><li>1. Annually for orientation</li><li>2. PD by ADE as available</li><li>3. Eight days per school year are dedicated for teacher/staff in services.</li><li>4. Weekly</li></ol>	<ol style="list-style-type: none"><li>1. Online submission of orientation documents.</li><li>2. Attendance logs</li></ol>
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### List Specific Professional Development Topics That Will Be Covered

School Policies and Procedures, creating successful virtual classroom, conduct virtual assessments, technology Use for the classroom
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### 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
<b>What was Used to Establish Need?</b>			
Questionnaire	X		
Personal Contact and Discussion		X	X
Needs Assessment-Available data			
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<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>Direct Instruction via Google</i>	<i>Teacher/Go Math</i>	<i>Daily assignments and</i>	<i>Synchronous timed testing at</i>

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	<i>Classroom</i>		<i>questioning through Google Classroom &amp; Meet</i>	<i>the end of each unit of study</i>
1-3	<i>Direct Instruction via Google Classroom</i>	<i>Teacher/Go Math</i>	<i>Daily assignments and questioning through Google Classroom &amp; Meet</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly Star Math assessments</i>
4-6	<i>Direct Instruction via Google Classroom</i>	<i>Teacher/Go Math</i>	<i>Daily assignments and questioning through Google Classroom &amp; Meet</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly Star Math assessments</i>
7-8	<i>Direct Instruction via Google Classroom</i>	<i>Teacher/Go Math</i>	<i>Daily assignments and questioning through Google Classroom &amp; Meet</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly Star Math assessments</i>
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<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>Direct Instruction via Google Classroom</i>	<i>Teacher/Ready Gen and TRE</i>	<i>Daily assignments and questioning through Google Classroom &amp; Meet</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly TRE assessments</i>
1-3	<i>Direct Instruction via Google Classroom</i>	<i>Teacher/Ready Gen and TRE</i>	<i>Daily assignments and questioning through Google Classroom &amp; Meet</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly Star Reading assessments</i>
4-6	<i>Direct Instruction via Google Classroom</i>	<i>Teacher/Ready Gen or My Perspectives</i>	<i>Daily assignments and questioning through Google Classroom &amp; Meet</i>	<i>Synchronous timed testing at the end of each unit of study and quarterly Star Reading assessments</i>
7-8	<i>Direct Instruction via Google Classroom</i>	<i>Teacher/My Perspectives</i>	<i>Daily assignments and questioning through Google</i>	<i>Synchronous timed testing at the end of each unit of study</i>

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			<i>Classroom &amp; Meet</i>	<i>and quarterly Star Reading assessments</i>
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<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>Direct Instruction via Google Classroom</i>	Teacher/ Fusion	<i>Daily assignments, questioning, and projects through Google Classroom &amp; Meet</i>	Activity and Project based assessments
<i>1-3</i>	<i>Direct Instruction via Google Classroom</i>	Teacher/ Fusion	<i>Daily assignments, questioning, and projects through Google Classroom &amp; Meet</i>	Synchronous timed testing at the end of each unit of study and Project based assessments
<i>4-6</i>	<i>Direct Instruction via Google Classroom</i>	Teacher/ Fusion	<i>Daily assignments, questioning, and projects through Google Classroom &amp; Meet</i>	Synchronous timed testing at the end of each unit of study and Project based assessments
<i>7-8</i>	<i>Direct Instruction via Google Classroom</i>	Teacher/ Fusion	<i>Daily assignments, questioning, and projects through Google Classroom &amp; Meet</i>	Synchronous timed testing at the end of each unit of study and Project based assessments
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning</b>		
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>
<i>Kindergarten</i>		
<i>1-3</i>		
<i>4-6</i>		
<i>7-8</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)**

General music, P.E., and Spanish will be provided through Google Classroom using videos, and various assigned activities by the assigned teacher.

### 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. Identify and Evaluate students 2. Follow IEP	1. General Ed teacher and SPED Personal 2. SPED Personal	1. As referred by parent or teacher through the child find process. 2. Frequency is to be determined by the individual education plan.	1. 45 day screenings 2. Evaluation summary 3. Weekly goal tracking worksheet 4. Time and Effort logs

#### Process for Implementing Action Step

Identify student through Child Find Team  
 Collect data  
 Convene a MET meeting to determine next step  
 If Psychological Eval is necessary, this would be determined now  
 Bring in School Psychologist for evaluation or possible have a virtual evaluation  
 Convene an in person or virtual IEP meeting  
 Follow IEP goals  
 Evaluate progress bimonthly, adjusting instruction, report progress quarterly

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
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<p>The PHLOTE answers begins the process: if student answers anything but ENGLISH then an AZELLA Placement test is provided and results determine if specialized English instruction is necessary.</p>	<p>Azella Coordinator Assigned Teacher</p>	<p>Upon entry into school an AZELLA placement is given within 60 calendar days from admission.</p> <p>Instruction is given daily on vocabulary meaning and use</p>	<p>Student improving in the use of academic English.</p> <p>End of year student Azella test indicating an improvement up to a rating of Proficient.</p>
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### Process for Implementing Action Step

<p>Azella Coordinator passes test Azella administrator passes test School begins and PHLOTE's reviewed looking for English language learners Check transfer students records for ELL Begin the process of placement testing Complete the year with Azella testing for proficiency.</p>
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### 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
<b>Social Emotional Learning</b>	Teacher Check-in	x	x	x	x	
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	x	x	x	x	
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6 - 8	9-12
<b>Counseling Services</b>	In-Person					

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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. Teachers/Aides will conduct social emotional check-ins. 2. Teachers will post social emotional videos in the google classroom.	1. Teachers 2. Aides	1. Weekly 2. Videos will be posted as needed and will remain in the classroom for at least 2 weeks.	1. Teachers and aides will keep a social emotional check in log. 2. Videos will be posted in the google classroom.

### 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. Quizzes 2. Tests 3. Formative Assessments 4. Remediation	1. Teacher 2. Aide	1. Depends on subject.	1. Grade based on traditional grading scale will provide evidence of mastery. 2. Performance based assessment data

### 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
Kindergarten	Verbal and written counting and recognition of numbers	In-person small group

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1-3	STAR Math	<i>In-person small group</i>
4-6	STAR Math	<i>In-person small group</i>
7-8	STAR Math	<i>In-person small group</i>
9-12		

<b>Benchmark Assessments (ELA)</b>			
	<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>	DIBELS	<i>In-person small group</i>	Weeks of August 3, October 19 <sup>th</sup> , December 14 <sup>th</sup> , March 8 <sup>th</sup> , and May 10 <sup>th</sup>
<i>1-3</i>	DIBELS and STAR Reading	<i>In-person small group</i>	Weeks of August 3, October 19 <sup>th</sup> , December 14 <sup>th</sup> , March 8 <sup>th</sup> , and May 10 <sup>th</sup>
<i>4-6</i>	DIBELS and STAR Reading	<i>In-person small group</i>	Weeks of August 3, October 19 <sup>th</sup> , December 14 <sup>th</sup> , March 8 <sup>th</sup> , and May 10 <sup>th</sup>
<i>7-8</i>	DIBELS and STAR Reading	<i>In-person small group</i>	Weeks of August 3, October 19 <sup>th</sup> , December 14 <sup>th</sup> , March 8 <sup>th</sup> , and May 10 <sup>th</sup>
<i>9-12</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.

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