

# 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:

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

<b>Charter Holder Name</b>	<b>Ombudsman Educational Services</b>	<b>Charter Holder Entity ID</b>	<b>04323</b>
<b>Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)</b>		<b>Binky Michele Jones</b>	
<b>Representative Telephone Number</b>		<b>602-770-2419</b>	
<b>Representative E-Mail Address</b>		<b>bjones@ombudsman.com</b>	

### School Information

*\*In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

<b>School Name</b>	<b>Entity ID</b>	<b>CTDS</b>
<b>Ombudsman Charter West</b>	<b>10737</b>	<b>078767-002</b>
<b>Ombudsman Charter Metro</b>	<b>78814</b>	<b>078767-003</b>
<b>Ombudsman Charter Northeast</b>	<b>79174</b>	<b>078767-004</b>
<b>Ombudsman Charter Northwest</b>	<b>80026</b>	<b>078767-006</b>
<b>Ombudsman Charter East</b>	<b>5493</b>	<b>078767-009</b>
<b>Ombudsman Charter East II</b>	<b>89440</b>	<b>078767-010</b>
<b>Ombudsman Charter Valencia</b>	<b>89827</b>	<b>078767-011</b>

## 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.

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	1600	Start Date for Distance Learning	August 12 <sup>th</sup> as required, in person after August 17 <sup>th</sup> TBD
Estimated Number of Students Participating in Distance Learning for the Full Year	300	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	1300
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 checked="" type="checkbox"/> 5. Other (Please explain below)
<b>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</b>	
Our intention is to provide in-person or on-site opportunities to students who have difficulty connecting to reliable internet, have limited space for “learning” at home, prefer an in-person option, or have significant skill deficits. We anticipate roughly 25% of Ombudsman students will be participate in full remote learning and up to 75% of students, depending on the school site, will be assigned an in-person schedule. A hybrid approach can be utilized based on the individual student and family health needs. All in person instruction options will allow for social distancing and implementation of health and safety protocols. Our overall message for Ombudsman students and families is to Connect, Collaborate, Graduate.	

<b>Is the charter requiring students to do distance learning?</b>	No
<b>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?</b>	

*\*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
Teachers enter a present value if the students completed an assigned independent learning opportunity which could include tutoring	Classroom Teachers or Assigned Staff	Hourly	Sharepoint and PowerSchool reporting
Teachers enter a present value if the student participated or completed the assigned project-based learning or alternate activity	Classroom Teachers or Assigned Staff	Hourly	Sharepoint and PowerSchool reporting
Teachers enter a present value if the students participated in the individual or group mentor session	Classroom Teachers or Assigned Staff	Hourly	Sharepoint and PowerSchool reporting
Teachers enter a present value if the student participated in a TEAMS call	Classroom Teachers or Assigned Staff	Hourly	Sharepoint and PowerSchool reporting
Teachers enter a present value if the student is physically in the building	Classroom Teachers or Assigned Staff	Hourly	Sharepoint and PowerSchool reporting

***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
A mentor teacher or staff member is assigned to every student and provides opportunities for daily interaction via TEAMS, phone, e-mail, text, in person, platform messaging	Mentor teacher or assigned staff	Daily	TEAMS Master Schedule, Student Logs, Sharepoint Attendance
The TEAMS Master Schedule provides daily opportunities for collaboration with staff and students to ask questions, discuss weekly goals, and reinforce	Mentor teacher or assigned staff	Daily	TEAMS Master Schedule, Student Logs, Sharepoint Attendance

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learning objectives			
An assigned staff member will contact identified students and families regarding attendance and engagement concerns at set intervals to create a meaningful plan for engagement	Administrative Assistants, Outreach Specialist, Graduate Interns, Teachers, Instructional Assistants, Student Support Services team	1, 3, 5, 7, 10 Days	Students logs
Principals communicate with students regarding status of in-person and remote learning	Principals	Bi-weekly as needed	Best contact method as designated for student

**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
Math and English teachers will be required to follow the Master Schedule and deliver instruction utilizing TEAMS	Math and English Teachers	Daily	Observations and Evaluations, Sharepoint Activity
Mentor teacher or assigned staff will ensure positive daily interaction with assigned student, progress monitor all courses, discuss goal tracking and accomplishment, provide grading feedback, schedule necessary assessments, track attendance, and communicate needs such as tutoring or support sessions	Teachers, Instructional Assistants, Student Support Personnel, Principals	Daily	Observations and Evaluations, Sharepoint Activity
Mentor teachers or staff will provide a student “binder” that provides the course schedule, graduation plan, STAR student report, goal trackers, and will discuss at regular intervals.	Teachers, Instructional Assistants, Student Support Personnel, Principals	Upon Enrollment Updated and Reviewed Mid Quarter, Quarter, Semester	Student “Binder” that includes: Course Schedule Graduation Plan STAR student report Goal Tracker
Mentor Teachers or Assigned Staff will be required to review and train students during Orientation process on how to access student accounts and all relevant Office365 learning tools for engagement and course completion.	Teachers, Instructional Assistants, Student Support Personnel, Principals	Upon Enrollment As Needed and Identified	Student Information Sheet Student Access Sheet Sharepoint Attendance Tracking

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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
Ombudsman employee support services and policies will be accessible via the online employee human resources portal 24/7	AVP Human Resources	Daily	Portal
Administration will provide regular communication during Monday leadership meetings regarding any relevant human resource policies and support	Senior Vice President, Associate Superintendent, Director of Student Support Services	Every Monday	Agendas and Notes
Principals will provide regular communication during weekly staff meetings/e-mails regarding any relevant human resource policies and support	Principal	Weekly	Agendas Notes

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
District Level Professional Development Map for FY21 will be implemented	Senior Vice President, Associate Superintendent, Director of Student Support Services, Principals, Department Heads	Monthly	Professional Development Map, Learning Management System, Agendas
School Level Professional Development Map for FY21 will be implemented	Principals	Monthly	Professional Development Map, Learning Management System, Agendas

**List Specific Professional Development Topics That Will Be Covered**

MIE Innovative Educator – 365 Tools Accountability	Connect, Collaborate, Graduate DLP, Hybrid SharePoint Site and Uses	Grading Expectations / Deadlines Attendance Tracking Expectations
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Health and Safety Protocols - Mitigation Safety and Security SPED / 504 Compliancy Blood Borne Pathogen Training Suicide Prevention: More Than Sad Mandatory Reporting (McKinney Vento, Abuse, Neglect) CPI Training	Teacher/Staff Evaluations Servant Leadership/Choice Theory / De-escalation Retention Efforts Student Orientation Expectations Homebound Protocols Curriculum Updates	Student Binders Classroom Management Seminar and CCRI and LT Academy Resiliency Training Trauma Informed Care for Educators
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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	✓		
Personal Contact and Discussion	✓	✓	✓
Needs Assessment-Available data	✓		
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	✓	✓	✓
WIFI Hot Spot		✓	✓
Supplemental Utility Support (Internet)		✓	✓
Other: <i>(Designated Community Partners and Resources)</i>	✓	✓	✓
<b>When will stakeholders have access to IT Support Availability?</b>			
Traditional School Hours	✓	✓	✓
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>
9-12	<i>Direct Instruction via TEAMS, Independent Study, Project Based Learning, and Collaborative Learning Sessions</i>	<i>GradPoint, Odysseyware, Microsoft 365 Applications and Tools</i>	<i>Assessments including Unit Quizzes, Benchmark Testing, and End of Course Testing</i>  <i>STAR Math</i>	<i>Weekly, Quarterly, Semester, End of Year</i>  <i>Upon Entry, Mid Semester, Exit</i>

<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>
9-12	<i>Direct Instruction, Independent Study, Project Based Learning, and Collaborative Learning Sessions</i>	<i>Grad Point, Odysseyware, Reading Plus, Microsoft 365 Applications and Tools</i>	<i>Assessments including Unit Quizzes, Benchmark Testing, and End of Course Testing</i>  <i>STAR Reading</i>	<i>Weekly, Quarterly, Semester, End of Year</i>  <i>Upon Entry, Mid Semester, Exit</i>

<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>
9-12	<i>Independent Study, Project Based Learning, and Collaborative Learning Sessions</i>	<i>Grad Point, Odysseyware, Microsoft 365 Applications and Tools</i>	<i>Assessments including Unit Quizzes, Benchmark Testing, and End of Course Testing</i>	<i>Weekly, Quarterly, Semester, End of Year</i>

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<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</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>
9-12	<i>Direct Instruction, Independent Study, Project Based Learning, and Collaborative Learning Sessions</i>	<i>Grad Point, Odysseyware, Reading Plus, Microsoft 365 Applications and Tools</i>	<i>Assessments including Unit Quizzes, Benchmark Testing, and End of Course Testing</i>	<i>Weekly, Quarterly, Semester, End of Year</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)**

### 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.*

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
The Ombudsman Special Education Policies and Procedures Plan will be followed and implemented	Director of Support Services	Ongoing	Special Education SMS
Director of Support Services will provide training to teachers and staff on the use of e-learning tools, immersive reader, Microsoft application tools, and other relevant information	Director of Support Services	Start Up PD, Monthly	PD Map and Presentation TEAMS Files

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Mentor teachers will provide access to all learning platforms, access to Master Schedule for TEAMS calls	Teachers and Assigned Staff	Upon Enrollment, As Needed	TEAMS Master Schedule
Related Services for Speech and Language Therapy or E-Therapy will be adjusted by special education teacher as designated	Special Education Teachers and Director of Support Services	As Identified	Student IEP

**Process for Implementing Action Step**

The Director of Support Services will guide action steps to ensure professional development, student engagement and access, compliance, and all related services identified are completed according to guidelines.

*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
The Ombudsman EL Policies and Procedures Plan will be followed and implemented	Director of Support Services and EL District Coordinator	Timeline requirements and frequency as described in plan	Sharepoint
An SEI reading course will be provided by an SEI/English Teacher via TEAMS for designated students	SEI/ English Teacher	Daily	Student or Master Schedule
Weekly ELD instruction will be delivered via TEAMS for integrated and targeted instruction	Teachers	Daily	Student or Master Schedule

**Process for Implementing Action Step**

Implementation of our EL model will first focus on testing, review of prior year (s) data, and identifying if a student's able to attend in-person instruction or testing or must be 100% remote. Upon receipt of AZELLA test results the district will follow all procedures provided by the Arizona Department of Education and implement the required EL model. ADE has provided a prescriptive process with timeline and frequency that Ombudsman has adopted.

### 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					✓
	Packet of Social and Emotional Topics					✓
	Online Social Emotional videos					✓
	Parent Training					
	Other:					✓

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					✓
	Phone					✓
	Webcast (TEAMS)					✓
	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
Mentor teachers or assigned staff member will utilize SEL based handouts, videos, and assigned themes via TEAMS calls or in person to provide social emotional learning opportunities as identified.	Mentor teachers, Instructional Assistants, Support Services Personnel, Principals	Monthly	Agendas, TEAMS Communication Log, Student Logs
Individual support sessions will be provided via TEAMS and available for every student by appointment or small group discussion based on need.	ASU and GCU Social Work Interns	Daily, Weekly, Quarterly, As Needed	Agenda, TEAMS Communication Log, Student 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
Mastery of content will show course completion with passing grade (60%)	Teachers, Principal	Quarter, Semester, End of Year	Mid Quarter Reports Quarterly Progress Reports Semester Report Cards

### 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.

<b>Benchmark Assessments (Math)</b>			
	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
9-12	STAR Math (Renaissance Learning)	Remote/Online and in person	Aug 17-21, Dec 14-18, May 10-14

<b>Benchmark Assessments (ELA)</b>			
	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
9-12	STAR Reading (Renaissance Learning)	Remote/Online and In Person	Aug 17-21, Dec 14-18, May 10-14

**Optional: Describe how the school will administer benchmark assessments (use if the school wishes to provide information in addition to the table above)**

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### 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.