

### Charter Holder Information

Charter Holder Name	Deer Valley Charter Schools, Inc.	Charter Holder Entity ID	079496
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Barbara Dalicandro		
Representative Telephone Number	602.388.4444		
Representative E-Mail Address	bdalicandro@deervalleyacademy.org		

### 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
Deer Valley Academy	079506	86-1014554

### 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?	169
How many instructional days did the charter school operate for School Year 2019-2020?	169

*b. Distance Learning Option (3.b)*

Estimated Enrollment for FY 2021	45	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0 – Based on Governor’s Executive Order	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	45
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 checked="" 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 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:		

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Is the charter requiring students to do distance learning?	Yes
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	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. Attendance taken by teacher for Zoom meetings.	Teacher reporting weekly to administration.	Daily Reporting weekly to administration	Time and date stamp of assignment submissions via Canvas; teacher

<ul style="list-style-type: none"> <li>2. Time &amp; Date stamp for assignment submission.</li> <li>3. Student log in and time on task in Canvas.</li> <li>4. Use of Conference Feature with recording on Canvas.</li> </ul>			attendance log; Canvas tally of total time student has attended Canvas class.
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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
<ul style="list-style-type: none"> <li>1. Call each student or message each morning.</li> <li>2. Bi-Weekly Progress Reports</li> </ul>	Teacher	Weekly progress reports from teacher to administration. Administration makes contact with each student providing information from progress report.	Teacher log; progress reports with administration notes

### 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
<ul style="list-style-type: none"> <li>1. Design course using Canvas based on Arizona State Standards; National Educational Standards; and Common Core Expectations.</li> <li>2. Design Zoom Meetings with students that will engage students and include direct instruction of content.</li> <li>3. Make contact with each student daily (IM; e-mail, telephone, Zoom, of Canvas messages...)</li> <li>4. Make weekly contact with parents regarding student progress, grades, assignments, and assistance for students.</li> <li>5. Score or grade student work within 24 hours of submission.</li> </ul>	Teacher	Varies <ul style="list-style-type: none"> <li>1. Once prior to start of course (but updates may be needed throughout the course)</li> <li>2. Design Zoom prior to beginning the Zoom direct instruction.</li> <li>3. Daily Contact with students</li> <li>4. Weekly contact with parents.</li> <li>5. Within 24 hours.</li> <li>6. Within 24 hours.</li> </ul>	Canvas Course Teacher logs Zoom recordings

6. Return student and parent calls or e-mails within 24 hours.			
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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
Zoom meeting	Staff & Administration	Weekly	Agendas

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Provide In-Service as needed	Staff & Administration	August 30 – September 15, 2020	Agenda/Sign In Sheet

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

<ol style="list-style-type: none"> <li>1. How to use technology with students- Zoom, Canvas, Kahoot, PhET, Quia, Nearpod...</li> <li>2. Where to find hands-on/virtual activities for students that meet the Arizona State Standards. How to turn these into interactive lessons using Canvas and Zoom.</li> <li>3. Stress Management for Teachers.</li> <li>4. How to help students and parents with online learning.</li> </ol>
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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	X	X
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X	X	X
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	X	X	X
	Teacher Response	IT Response	IT Response
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>
Kindergarten	n/a			

1-3	<i>n/a</i>			
4-6	<i>n/a</i>			
7-8	<i>n/a</i>			
9-12	<i>Direct instruction via Zoom, Nearpod, and Kahoot. Review using Kahoot via Zoom</i>	<i>Canvas Kahoot Nearpod Goosechase</i>	<i>Daily discussions via Canvas, in-person via cell phones and Zoom with the teacher, Daily individual assignments via Canvas, Nearpod, Kahoot, Goosechase, and other interactive websites.</i>	<i>Weekly projects via Canvas, weekly presentations via Zoom, weekly quizzes and tests via Canvas and quia.</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>
<i>Kindergarten</i>	<i>n/a</i>			
<i>1-3</i>	<i>n/a</i>			
<i>4-6</i>	<i>n/a</i>			
<i>7-8</i>	<i>n/a</i>			
<i>9-12</i>	<i>Direct instruction via Zoom, Nearpod, and Kahoot. Simulations of content using Goosechase. Review using Kahoot via Zoom Guest speakers via Zoom</i>	<i>Canvas Kahoot Nearpod Goosechase Hard-copy of course textbook, novels Online versions of short stories, poems, and speeches</i>	<i>Daily discussions via Canvas, in-person via cell phones and Zoom with the teacher, Daily individual assignments via Canvas, Nearpod, Kahoot, Goosechase, and other interactive websites.</i>	<i>Weekly projects via Canvas, weekly presentations via Zoom, weekly quizzes and tests via Canvas and quia.</i>

**Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)**

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<i>n/a</i>			

1-3	<i>n/a</i>			
4-6	<i>n/a</i>			
7-8	<i>n/a</i>			
9-12	<i>Direct instruction via Zoom, Nearpod, and Kahoot. Simulations of content using Goosechase, PhET, and Aurum Science. Review using Kahoot via Zoom Guest Speakers via Zoom</i>	<i>Canvas Kahoot PhET simulations Aurum Science National Geographic Nearpod Goosechase Hard-copy of course textbook Online copy of course textbook</i>	<i>Daily discussions via Canvas, in-person via cell phones and Zoom with the teacher, Daily individual assignments via Canvas, Nearpod, Kahoot, Goosechase, PhET, and other interactive websites.</i>	<i>Weekly projects via Canvas, weekly presentations via Zoom, weekly quizzes and tests via Canvas and quia.</i>

<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>
<i>Kindergarten</i>	<i>n/a</i>			
<i>1-3</i>	<i>n/a</i>			
<i>4-6</i>	<i>n/a</i>			
<i>7-8</i>	<i>n/a</i>			
<i>9-12</i>	<i>Direct instruction via Zoom, Nearpod, and Kahoot. Simulations of content using Goosechase, Foundations for Teaching Economics, Arizona Council for Economic Education, Whitehouse.gov Review using Kahoot via Zoom</i>	<i>Canvas Kahoot PhET simulations Aurum Science Nearpod Goosechase Smithsonian Institute Foundations for Teaching Economics Arizona Council for Economic Education</i>	<i>Daily discussions via Canvas, in-person via cell phones and Zoom with the teacher, Daily individual assignments via Canvas, Nearpod, Kahoot, Goosechase, PhET, Foundations for Teaching Economics, Arizona Council for Economic Education, Louvre Museum website &amp; Metropolitan Museum of Art</i>	<i>Weekly projects via Canvas, weekly presentations via Zoom, weekly quizzes and tests via Canvas and quia.</i>



		<i>Whitehouse.gov</i> <i>Hard-copy of course textbook</i> <i>Online copy of course textbook</i>	<i>interactive displays via websites and other interactive websites.</i>	
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**Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)**

Throughout the courses on Canvas, students will also be engaged in online field trips to museums, Art studios, and National Geographic expeditions. Through Zoom meetings students will be engaged with a multitude of guest speakers. Some of the guest speakers include politicians, Eastern Orthodox Monk, Holocaust survivors, authors, poets, artists, and more. Finally, students will use multiple apps including Crash Course that include in-depth content-area videos in all subject areas with worksheets created by the creators of the videos for ELA students participating in readings of works by their authors. They are able to ask questions about the works and get answers directly from the authors. For ELA, students participate via Zoom, meetings of the POE Society to learn about various works of Edgar Allen Poe. For World History class, students participate in commemoration activities. (Such as the anniversary of D-Day, Peace Day in remembrance of the dropping of the bombs on Hiroshima and Nagasaki, Holocaust Remembrance of the liberation of the Nazi concentration and death camps...)

### 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
IEP & 504 provided to teachers to meet accommodations	Administration to provide IEP & 504 to teachers; teachers implement accommodations	IEP & 504s provided prior to the class starting; teachers implement at the start of the course as needed by the student	Teacher signatures on contract saying they have received and understand student IEP or 504.

**Process for Implementing Action Step**

1. Identify student with IEP or 504.
2. Make a copy of the IEP or 504 to provide to each teacher who has that student.
3. Give copy to each teacher with paper/contract; teacher signs for each student and returns the contract to administration.
4. Teacher makes modifications and accommodations, as needed by each student.
5. Administration keeps teacher signatures on file.

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

**Process for Implementing Action Step**

Currently Not Applicable
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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
	Packet of Social and Emotional Topics					X
	Online Social Emotional videos					X
	Parent Training					X
	Other:					

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone					X
	Webcast					
	Email/IM					X
	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
Call each student to make personal contact on a weekly/daily basis	Teachers/Counselors/Administrators	Weekly/daily	Teacher log, copy of message or phone log

### 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
Frequent assessments; pre and post assessments	Teachers	Weekly at minimum	Weekly progress report to administration

### 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		
1-3	n/a		
4-6	n/a		
7-8	n/a		
9-12	Benchmark Assessments created in alignment to state standards	Online	August 18 – September 15 – October 7

<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>	<i>n/a</i>		
<i>1-3</i>	<i>n/a</i>		
<i>4-6</i>	<i>n/a</i>		
<i>7-8</i>	<i>n/a</i>		
<i>9-12</i>	Benchmark Assessments created in alignment to state standards	Online	August 18 – September 15 – October 7

**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.

