



CITY Center for Collaborative Learning Distance Learning Plan and On Site Learning Option
In compliance with Gov. Ducey's Executive Order 2020-51 *Arizona: Open for Learning*

With the goals of both ensuring academic engagement with all of our students and protecting the health and wellness of our community, CITY Center for Collaborative Learning created a Four Phase Plan for Student Learning. This four phase approach creates safe, equitable, and engaging learning opportunities for all students during the COVID-19 pandemic, especially as infection rates remain high in Pima County.

The complete illustration for the plan is provided below.

Phase 1 = All students engaged in distance learning. Remote learning will involve synchronous learning opportunities where staff are providing and facilitating learning in real time using a digital meeting platform. It will also involve asynchronous learning opportunities where students are engaged in a range of learning activities on their own time but with ample teacher support. Students will meet in advisories in order to build powerful relationships with their advisor and their peers. Social-emotional learning opportunities, differentiated instruction, and personalized supports will be integrated throughout the remote learning program. A robust program of community connection will be created, including regular meetings and close coordination with parents and guardians.

Phase 2 = All students engaged in distance learning, but starting on Monday, Aug. 17th we will open our physical space for students to attend during regular school hours. Students who are on site will still engage in distance learning with adult supervision and limited additional learning supports. Safety protocols, including the requirement of masks and daily health checks, will be implemented and enforced.

Phase 3 = A hybrid model of on site and remote learning. Students will have the option of attending some in-person learning opportunities with safety protocols and procedures continuing to be enforced. The in-person learning will be combined with remote learning in order to maintain safe, engaging, and sustainable learning environments.

Phase 4 = A return to all on-site learning.

Shown below is the entire distance learning plan as presented to the Arizona State Board for Charter Schools.

Charter Holder Name	CITY Center for Collaborative Learning	Charter Holder Entity ID	85448
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Chad Blair	
Representative Telephone Number		520-609-3353	
Representative E-Mail Address		Chadb@cityccl.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
City High School (CHS)	85451	108720201
Paulo Freire Freedom School (PFFS) - University	87441	108720101
Paulo Freire Freedom School (PFFS) - Downtown	92561	108720102

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 ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE 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.

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 school district operate for School Year 2020-2021?	180
How many instructional days did the school district operate for School Year 2019-2020?	180

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	City High School: 164 PFFS/Downtown: 75 PFFS/University: 78	Start Date for Distance Learning	PFFS-Aug. 5; CHS-Aug. 6
Estimated Number of Students Participating in Distance Learning for the Full Year	Unknown	Estimated Number of Students Participating in Distance Learning for a Portion of the year	City High School: 164 PFFS/Downtown: 75 PFFS/University: 78
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)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

We have a 4 phase plan. We will start Phase 1 with an all distance learning program. When the Governor allows for School-Based instruction, Phase 2 will have students who need to be at school will have a safe place on-site 5 days a week during regular school hours. Phase 3 will give families a choice of a hybrid in-person, distance or all distance (with school-based instruction still available. Finally, Phase 4 will be all in-person learning.

[CITY CCL Four Phases of Learning](#)

Is the charter requiring students to do distance learning?	Yes
If students are required to do distance learning, is the school district providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

**In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

Attendance Tracking (1.a.i, 1.i)

- Describe how the school district 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 or 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.

School	Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
City High School	Phase I Attendance taken during daily advisory sessions offered M-F. All students are assigned to advisories which will be the primary point of contact between school and families. Advisors will monitor the socio-emotional well being and academic engagement of students.	Teachers & Advisories	Synchronous classes 5 times per week, M-TH, Advisories meetings twice per day.	Google Meet Extension - Meet Attendance will be utilized to generate instant data. PowerSchool will be used to mark official attendance.
	Phase II Synchronous Learning: Attendance will be taken during each class period. Phase II Asynchronous Learning: Attendance will be captured at the beginning and the end of the Asynchronous learning session.	Teachers, Advisors, and Education Assistance	Three times throughout the class synchronous period. One time at the beginning of asynchronous period and as determined by assignment submission.	Google Meet Extension - Meet Attendance will be utilized to generate instant data. PowerSchool will be used to mark official attendance.

PFFS/Downtown PFFS/University	Attendance is taken in each class. A student will be marked absent if they do not attend a class and/or are not actively participating in asynchronous learning.	Classroom teachers will take role and share data with the Office Manager who will enter attendance into powerschool.	Daily	Daily attendance spreadsheet and Powerschool.
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a. 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
Parents will be asked to contact the school if a child is not in attendance; parents will be contacted if the student is absent and there has been no parent contact.	Office Managers	Daily as required Synchronous classes 4 times per week, M-TH, Advisories meetings twice per week on Mon & Wed.. Parent check-ins each Friday.	Attendance spreadsheet
Advisees and parents will be contacted if there are multiple absences	Advisees	As needed	Emails
Staff will discuss ways to support students and families if absences are serious and impacting learning	Principals & Advisors (student support team)	As needed	Staff meeting 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
<ol style="list-style-type: none"> 1. Prepare for and discharge specific duties assigned to them 2. Timely communication with students, parents and staff 3. Plan and implement synchronous and asynchronous learning inclusive of ongoing student feedback. 4. Administration will manage program through virtual meetings, centralized and streamlined information/resource access points, and ongoing teacher and staff feedback. 	<ol style="list-style-type: none"> 1. All faculty and staff 2. All faculty and staff 3. All Faculty and staff 4. All Administration 	<ol style="list-style-type: none"> 1. Daily as indicated in written correspondence 2. Timely communication as per our communication plan addresses how quickly and what methods communication occurs 3. Daily 4. Daily 	<ol style="list-style-type: none"> 1. Building administrators will keep track of daily attendance and monitor implementation of tasks 2. Building administration will keep track of communication protocol infringements 3. Administration will have access to synchronous and asynchronous learning for all teachers. 4. Meeting minutes, Google Drive, and Teacher walk through data.

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
<ol style="list-style-type: none"> Human Resource orientation and training for all staff Website page w/ policies and forms Ongoing weekly professional development Ongoing email updates to all staff 	<ol style="list-style-type: none"> Executive Director Executive Director Principals Principals 	<ol style="list-style-type: none"> Tuesday, Aug. 4th Tuesday Aug. 4th Weekly, starting Wednesday Aug. 12th Bi-weekly 	<ol style="list-style-type: none"> Meeting agenda and documents Website page Meeting agendas and notes Email documentation

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> Three-school whole staff professional development Professional learning communities using "Critical Friendship" model Embedded Site Base professional development Professional learning plans 	<ol style="list-style-type: none"> Executive Director Principals and PLC Coaches Principals Principals 	<ol style="list-style-type: none"> Three per semester Three per semester Every week except when other PD is scheduled Teachers work on these individually and independently throughout the year 	<ol style="list-style-type: none"> Meeting agenda and notes Meeting agenda and notes Meeting agenda and notes Staff professional learning plan presentations

List Specific Professional Development Topics That Will Be Covered

<ol style="list-style-type: none"> Diversity, equity, and inclusion as it relates to instruction and school culture and climate Competency-based learning Universal design for learning Tier 1 and Tier 2 student supports Project Based Learning Distance Learning

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X		
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data	X		
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)	X		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X		
Extended Weekday Hours	X	X	X
24/7 Support			
Other:			

Instructional Methods and Monitoring Learning (1.a.iii)

- a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten				
1-3				
4-6 (6th)	<i>Synchronistic classes using Zoom and Nearpod; make-up and additional instruction through asynchronistic lessons on student-paced Nearpod</i>	<i>Khan Academy/CMP3/Desmos</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
7-8	<i>Synchronistic classes using Zoom and Nearpod; make-up and additional instruction through asynchronistic</i>	<i>Khan Academy/CMP3/Desmos</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth</i>

	<i>lessons on student-paced Nearpod</i>		<i>rubrics, self and peer assessments</i>	<i>and competencies in digital portfolio</i>
9-12	<i>Synchronous learning and Asynchronous learning will be conducted through Google Classroom.</i>	<i>PBL units based on course state standards.</i>	<i>Ongoing student feedback through Google Classroom (i.e. comment and assign task features). During each asynchronous assignment.</i>	<i>End of unit assessments, project submissions, and Empower Data.</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>1-3</i>				
<i>4-6 (6th)</i>	<i>Zoom and Nearpod; make-up and additional instruction through asynchronous lessons on student-paced Nearpod</i>	<i>Teacher developed integrated PBL units based on anchor ELA standards; Teaching Tolerance; ReadWorks, Newsela</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
<i>7-8</i>	<i>Zoom and Nearpod; make-up and additional instruction through asynchronous lessons on student-paced Nearpod</i>	<i>Teacher developed integrated PBL units based on anchor ELA standards; Teaching Tolerance; ReadWorks, Newsela</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
<i>9-12</i>	<i>Synchronous learning and Asynchronous learning will be conducted through Google Classroom.</i>	<i>PBL units based on course state standards.</i>	<i>Ongoing student feedback through Google Classroom (i.e. comment and assign task features). During each asynchronous assignment.</i>	<i>End of unit assessments, project submissions, and Empower Data.</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>				

1-3				
4-6 (6th)	<i>Zoom and Nearpod; make-up and additional instruction through asynchronous lessons on student-paced Nearpod</i>	<i>teacher developed integrated PBL units ELA based on anchor Science standards; PhET, Newsela</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
7-8	<i>Zoom and Nearpod; make-up and additional instruction through asynchronous lessons on student-paced Nearpod</i>	<i>teacher developed integrated PBL units ELA based on anchor Science standards; PhET, Newsela</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
9-12	<i>Synchronous learning and Asynchronous learning will be conducted through Google Classroom.</i>	<i>PBL units based on course state standards.</i>	<i>Ongoing student feedback through Google Classroom (i.e. comment and assign task features). During each asynchronous assignment.</i>	<i>End of unit assessments, project submissions, and Empower Data.</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
1-3				
4-6	<i>Zoom and Nearpod; make-up and additional instruction through asynchronous lessons on student-paced Nearpod</i>	<i>BBC Worldwide, Newsela, Teaching Tolerance, Common Sense Education, iCivics</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>
7-8	<i>Zoom and Nearpod; make-up and additional instruction through asynchronous lessons on student-paced Nearpod</i>	<i>BBC Worldwide, Newsela, Teaching Tolerance, Common Sense Education, iCivics</i>	<i>Daily through a mix of strategies including exit tickets, observation, dialogue, conferencing, quizzes, CBL aligned rubrics, self and peer assessments</i>	<i>End of unit test and/or public demonstration of learning/ incorporation of reflection on growth and competencies in digital portfolio</i>

9-12	<i>Synchronous learning and Asynchronous learning will be conducted through Google Classroom.</i>	<i>PBL units based on course state standards.</i>	<i>Ongoing student feedback through Google Classroom (i.e. comment and assign task features). During each asynchronous assignment.</i>	<i>End of unit assessments, project submissions, and Empower Data.</i>
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Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	<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	N/A	N/A	N/A	N/A

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

N/A

Meeting the Needs of Students with Disabilities and English Learners.

- a. Describe how the school district will ensure access and meet the needs of students with disabilities.

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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Each site-based support teacher/504 coordinator will make initial contact with each student who has a 504 or IEP. A conversation will be had with the student and their family to discuss any potential issues that they may feel may impede the student's access to distance learning.	Special Education Director, Special Education Teachers, Education Assistance, and School Counselor	Ongoing	A spreadsheet showing the date in which contact was made and any family/student concerns that were discussed.
Each site-based support teacher/counselor will complete a spreadsheet with dates for IEP,	Special Education Director, Special Education Teachers, Education Assistance, and School Counselor	Ongoing By August 2020	Spreadsheet

<p>evaluation, and 504 timelines and execute the timelines.</p> <p>Contact will be had with any family where there is need regarding any potential change in services on the IEP due to virtual learning environment/hybrid model.</p> <p>45 day screening process will be followed according to IDEA regulations.</p> <p>Support staff works daily with general education teachers, using the principals of UDL to help design lessons that are accessible to all students who have IEPs, 504 plans and are emerging bi-lingual students.</p> <p>Weekly staff meetings between support team and general education staff to discuss individual needs of students and IEP progress.</p> <p>Support team will make regular contact with teachers, students and/or monitor student assignment completion/needs through Empower.</p> <p>Synchronous sessions may be recorded and the recording or a student-paced alternative will be made available to students who may not be able to join. Recordings and/or alternative assignments will be sent to the student. The support team will call/text/email absent students who have IEPs, 504s, synchronous learning in order to support their attendance.</p> <p>One on one and small group sessions will be conducted via Zoom in order to offer further</p>	<p>Special Education Director, Special Education Teachers, Education Assistance, and School Counselor</p> <p>Special Education Director, Special Education Teachers, Education Assistance, and building principals</p> <p>Special Education Director, Special Education Teachers, Education Assistance, and School Counselor, paraeducators, general education teachers, and building principals</p> <p>Special Education Director, Special Education Teachers, Education Assistance, and School Counselor, paraeducators, general education teachers, and building principals</p> <p>Special Education Director, Special Education Teachers, Education Assistance, and School Counselor, paraeducators, general education teachers</p> <p>Special Education Director, Special Education Teachers, Education Assistance, and School Counselor, paraeducators.</p> <p>Special Education Director, Special Education Teachers, Education Assistance, and School Counselor, paraeducators, general educators, City counselors/coordinators, OT, and speech therapist</p>	<p>Initial contact by Sept. 1st (ongoing contact will happen and services can be discussed at anytime that the family would like to have that conversation).</p> <p>By September 2020</p> <p>Daily from July 29, 2020</p> <p>Weekly from August 5/6, 2020</p> <p>Daily from August 5/6, 2020</p> <p>Daily from August 5/6, 2020</p> <p>Daily from August 5/6, 2020</p>	<p>IEP addendums and documented conversations</p> <p>Screening forms and action plans</p> <p>Lesson plans, support team documentation</p> <p>Meeting notes</p> <p>Meeting notes</p> <p>Recordings and attendance records</p> <p>Documentation of service minutes and Zoom recordings</p>
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provide specially designed instruction.			
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Process for Implementing Action Step

Embedded in the above Action Plan (see above)

b. Describe how the school district will ensure access and meet the needs of English learners.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Each site-based Emerging bilingual student (ELL) coordinator will make beginning of the year contact with each student who is an emerging bilingual student. A conversation will be had with the student and their family to discuss any potential issues that they may feel may impede the student's access to distance learning. AZELLA Testing	Director of College Access , Dean of Students	By August 2020	A spreadsheet showing the date in which contact was made and any family/student concerns that were discussed.
	Director of College Access , Dean of Students	Fall 2020	AZELLA Testing Records

Process for Implementing Action Step

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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
Social Emotional Learning	Teacher Check-in				X	X
	Packet of Social and Emotional Topics				X	X
	Online Social Emotional videos				X	X
	Parent Training				X	X
	Other:				X	X

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person				X	X
	Phone				X	X

Webcast				X	X
Email/IM				X	X
Other:				X	X

Provide a description of how the school district 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
Advisories	Advisories	PFFS-D 2x/week PFFS- U CHS 4x/week	Attendance of students; weekly staff check in and student-support teams

Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the school district 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. Competency-based Assessments	1. Principals	1. Weekly	1. Empower Learning gradebooks

Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (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. Career and Technical Education Districts should submit N/A.

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			
1-3			
4-6 (6th)	Khan Academy by classroom instructor	Online	September 1, 2020
7-8	Khan Academy by classroom instructor	Online	September 1, 2020
9-12	Khan Academy by classroom instructor	Online	September 1, 2020

Benchmark Assessments (ELA)			
	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			

1-3			
4-6 (6th)	<i>Readworks</i>	<i>Online</i>	<i>September 1, 2020</i>
7-8	<i>Readworks</i>	<i>Online</i>	<i>September 1, 2020</i>
9-12	<i>Readworks</i>	<i>Online</i>	<i>September 1, 2020</i>

Optional: Describe how the school district will administer benchmark assessments (use if the school district 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.

City Center for Collaborative Learning is a three school network. Our schools collaborate closely with each other providing support, guidance and alignment for our educational programs. We are deeply committed to working in partnership with our families and community partners to benefit all of our students and families, and have a strong commitment toward diversity, equity and inclusion and are working towards creating an anti-racist organization.

City High School's Phase 2 Bell Schedule is shown below:

CITY HIGH SCHOOL

 PHASE II - Bell Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00 a.m. - 9:00 a.m.	<i>In School Breakfast @ 8:30 a.m to 9:00 am. at City High School ; Grab and Go Breakfast (pick up at Paulo Freire Freedom School) @ 8:00 a.m. to 10:00 a.m.</i>					
9:00 a.m. - 9:30 a.m.	ADV 9:00 to 9:30 Synchronous	ADV 9:00 to 9:30 Asynchronous	PERIOD 6 Synchronous (9:00 to 9:55) Asynchronous (9:55 to 10:40)	ADV 9:00 to 9:30 Synchronous	ADV 9:00 to 9:30 Asynchronous	
9:30 a.m. - 10:00 a.m.	PERIOD 1 9:35 to 10:30 Synchronous	PERIOD 1 9:35 to 10:30 Asynchronous		PERIOD 1 9:35 to 10:30 Synchronous	PERIOD 1 9:35 to 10:30 Asynchronous	
10:00 a.m. - 10:30 a.m.						
10:30 a.m. - 10:45 a.m.	PERIOD 2 10:35 to 11:30 Synchronous	PERIOD 2 10:35 to 11:30 Asynchronous	PERIOD 7 Synchronous (10:45 to 11:40) Asynchronous (11:40 to 12:30)	PERIOD 2 10:35 to 11:30 Synchronous	PERIOD 2 10:35 to 11:30 Asynchronous	
10:45 a.m. - 11:00 a.m.						
11:00 a.m. - 11:30 a.m.						
11:30 a.m. - 12:00 p.m.	PERIOD 3 11:35 to 12:30 Synchronous	PERIOD 3 11:35 to 12:30 Asynchronous		PERIOD 3 11:35 to 12:30 Synchronous	PERIOD 3 11:35 to 12:30 Asynchronous	
12:00 p.m. - 12:30 p.m.						
12:30 p.m. - 1:00 p.m.	<i>In School Lunch @ 12:30 p.m to 1:00 pm. at City High School Grab and Go Lunch (pick up at Paulo Freire Freedom School) @ 8:00 a.m. to 10:00 a.m.</i>					
1:00 p.m. - 1:30 p.m.	PERIOD 4 1:05 to 2:00 Synchronous	PERIOD 4 1:05 to 2:00 Asynchronous	Voices Afterschool Programming (TBD) & Professional Development (until 4:15 pm)	PERIOD 4 1:05 to 2:00 Synchronous	PERIOD 4 1:05 to 2:00 Asynchronous	
1:30 p.m. - 2:00 p.m.						
2:00 p.m. - 2:30 p.m.	PERIOD 5 2:05 to 3:00 Synchronous	PERIOD 5 2:05 to 3:00 Asynchronous		PERIOD 5 2:05 to 3:00 Synchronous	PERIOD 5 2:05 to 3:00 Asynchronous	
2:30 p.m. - 3:00 p.m.						
3:00 p.m. - 5:30 p.m.	Voices Afterschool Programming (TBD)					

[Paulo Freire Freedom School bell schedules can be found online here.](#)

CITY Center for Collaborative Learning Mitigation Plan

City Center for Collaborative Learning (CCCL) has taken, and continues to take, measures to provide the safest possible learning environments for our students and staff. As a part of these measures, CCCL has implemented specific and widespread mitigation efforts to reduce the potential for transmission of COVID-19.

General Safety measures

- CCCL monitors all developments from the CDC, AZDHS, Pima County Health Department, as well as numerous school districts throughout Southern Arizona in order to stay as up to date as possible with current knowledge, strategies, and best practices.

- Emergency Contact Information is posted on our website.
- City Center for Collaborative Learning is dedicated to staying in regular and frequent communication with our community. CCCL utilizes various media to stay in contact, including, but not limited to, email, phone calls, text messaging, Google and Empower education platforms, website updates, digital surveys, and mail.
- CCCL follows all standards and guidelines for reporting absences to the state, including when absences are due to influenza.

Students and Staff Onsite Safety Measures

Attendance policy

- On-site school hours:
 - High School = Monday, Tuesday, Thursday, Friday 8:15 AM - 3:00 PM
 - High School = Wednesday 8:15 AM - 1:00 PM
 - Middle Schools = Monday, Tuesday, Thursday, Friday 8:30 AM - 4:00 PM
 - Middle Schools = Wednesday 8:30 AM - 2:00 PM
- Assistance is provided to staff, students, and families to help mitigate the need for staff and students to be on campus, including supplying technology and WiFi hotspots.
- All families electing to utilize the “onsite” option will need to pre-register each week. Only students who are registered for the week will be allowed on premises.
- Student arrival times are staggered so that there will be no large groups gathering outside waiting to get in. Students need to arrive promptly at their scheduled time.
- Students who need to leave early can sign themselves out with prior parental/guardian permission given by phone, email or written note.
- Staff and student attendance policies have been altered to reduce pressure to be onsite and to encourage honest reporting of symptoms and illness. Attendance guidelines and recommendations are posted online

Facilities

Learning Spaces/Common areas:

- The sidewalk leading into the learning space will be marked with spots indicating where students stand in order to maintain safe social distancing.
- Onsite learning spaces were selected based on recommendations around social distancing, ease of access, and air circulation. Both campuses have a secondary learning space if more students are in attendance than can be safely held in these primary locations.
- All spaces that will be used by staff and students are prepared to ensure at least eight feet of separation between any two people.
- All spaces will be stocked with hand sanitizer, sanitizing wipes, and have easily monitored and controlled access to restrooms.
- Learning spaces will include assigned desks and supplies. Meals will be eaten at the student’s assigned desk. Any free time will be spent at the student’s assigned desk.

Restrooms:

- Restrooms are equipped with contactless faucets, toilets, and urinals where possible, and all will have contactless soap and paper towel dispensers. **Strict protocols for restroom use will be observed until installation of contactless amenities is complete.**

- Clear signage advising best practices for hand washing is posted in multiple locations in each restroom.

Isolation Sites:

- Each campus has a designated isolation space for anyone who begins to feel symptoms, learns that they have been in contact with someone who has tested positive, or any other situation in which an individual would need to be isolated for safety reasons. Staff will monitor anyone in these spaces until they are picked up. The room will be thoroughly cleaned and disinfected after the person has left the room.
- No other person will be in this room except to clean it or give aid, protected by their PPE.

Personal Protective Equipment (PPE)

Students:

- Students will be provided and required to wear surgical masks the entire time they are on campus (during meals being the exception; strict protocols will be followed).
- At this time, students and staff may **not** wear their own cloth masks during school hours. This might be allowed at a later date.

Staff:

- Staff will be provided and required to wear KN95 masks the entire time they are on campus.
- Gloves, aprons and face shields will be used if closely interacting with anyone on campus is necessary, such as delivering first aid. These protective items are also available for the staff's discretionary use.

General Safety Procedures

- Both school sites employ a cleaning service that will enter the building every evening to clean and disinfect according to strict protocols outlined by the CDC and the AZDHS.
- Before entering campus during school hours, all persons will be given a wellness examination by a health professional. Medical personnel will check staff and students for temperature via contactless thermometer, and heart rate and oxygen saturation via fingertip pulse oximeter. Staff and students will also be asked a series of questions about symptoms and known sick contacts.
- If the health professional deems it necessary, the person will be sent home immediately. If that is not possible, they will be taken to the isolation room to await their ride home.
- Students are welcome and encouraged to bring food from home. We will have school breakfasts and lunches available for those students that do not bring lunch. Please be advised that in order to reduce the amount of communal items we are touching, we will not be utilizing a refrigerator or microwaves while COVID-19 is spreading through our community.
- Stretch breaks: There will be scheduled, socially distanced outdoor stretch breaks throughout the school day. The alley will be utilized, and it is expected that students will adhere to maintaining safe distance, as marked.

Student to student interactions:

- During this pandemic, we have had to quickly adjust our habits of communication. We recognize the need for human interaction and put forward the following suggestions to meet our human communication needs while also upholding our shared value of protecting one another.
- A wave, a smile, a bow, and socially distant/ non-shouting conversations are all within the realm of safe communication during this time.
- No physical contact between students or staff is permitted. CCCL understands the closeness that our students feel with one another, and the difficulty of not hugging and being physically close to our friends. COVID-19 can spread easily, and research shows that physical closeness promotes the spreading of illness. Please be assured that we are closely monitoring developments of COVID-19 in our community, and are particularly concerned with rates of transmission within our county.

Student-staff interactions:

- Staff will be available to assist students in accessing their education. Students will raise their hand to gain the attention of the staff member. It is at the discretion of the staff to decide how proximal they will be to the student while assisting them, and staff may elect to use alternate modes of communication if the issue requires prolonged interaction such as, but not limited to Zooming with the student from their desk or talking on the phone to resolve an issue. The in-school supports during Phase 2 will be minimal, as staff are monitoring a range of students and will be focused primarily on health and safety. We have provided a generous online way for students to reach out to staff when they need. Advisors and teachers are a main point of contact for them.
- Procedures are outlined in the COVID Onsite Safety Agreement, to be signed by every student who is on campus, as well as student's parent or guardian
- Students and staff will be shown cleaning procedures that will be done at the end of the day. Students and staff will practice care for themselves and for their community by being thorough in their cleaning of their workspaces.

Staff expectations

- Staff will be scheduled in pairs, and we will have one administrator on site each day. We do not anticipate any issues with staff being able to take breaks as needed. When staff members need PPE breaks, i.e. taking off their masks, the expectation is that this will be done in a socially distant manner outside.
- The schedule will follow the school schedule. There will be no extended day programming available on campus.
- Two workstations will be available for the staff members on duty. Disinfecting wipes will be easily available, and staff will clean their workstation at the end of the day.
- Staff will keep a daily communications log. The log will include information regarding technical difficulties, coughing/sneezing students, logistical difficulties, and behavioral issues.
- Advisors are to be notified of any pertinent information about their advisees by the end of the workday.

Documentation/Testing/Contact Tracing:

- All staff members are required to fill out a [health assessment](#) and health log daily whether they are on campus or not. This will include daily health self-checks, listing other staff they have come in contact with for more than 15 minutes and less than six feet apart, and what specific areas of the campus they have been in that day.
- There will be a log that the staff uses to record student contact and tracing information as needed and as information is available.

Sick students, staff and their family members:

Sick Student or Staff Member:

- NO ONE should go to school if they are feeling sick. Should a student or staff member become sick, they are required to alert the school and obtain a “negative” COVID test result before returning to school.

Sick family members of students and staff:

- If a student’s or staff’s household member has a known positive exposure, we will require a “negative” test from the person before they return to campus. Out of respect for the health of our community, please take this seriously. A list of free testing sites will be provided.

Behavioral expectations

- The CCCL community expects that all members will rise to the occasion and display a sense of duty in protecting one another. This includes, but is not limited to:
 - Calm communication of needs.
 - Adherence to the mask and social distancing policies.
 - Quiet vocal interactions; things like singing and shouting are shown to propel viral particles through the air, particularly in an enclosed space.
 - Following through with what is asked of you by the staff members that have volunteered to come and support in-person learning during a global pandemic.
- Down time: Throughout the day, students may find themselves with “down time” in between classes and after finishing their work for each class. It is recommended that students bring a book to read for these times.

- Students are welcome and encouraged to bring food from home. We will have school breakfasts and lunches available for those students that do not bring lunch. **Please be advised that in order to reduce the amount of communal items we are touching, we will not be utilizing a refrigerator or microwaves while COVID-19 is spreading through our community.**

Enrollment expectations

- Parents are hereby notified that the state has enrollment requirements listed as [A.R.S. 15-802](#). You may contact your school for more information or clarification of these requirements.