

# **Pioneer Preparatory School**

## **Instructional Time Model (SY 2021-2022)**

### **Board meeting #1-August 23, 2021**

(Pursuant to HB2862, LEAs implementing Instructional Time Models must complete the below form. One ITM should be completed per LEA; not per school.)

#### **Instructional Time**

(To be considered full-time and generate 1.0 average daily membership (ADM), students enrolled in a brick and mortar school district and charter school MUST be enrolled in the following minimum number of instructional hours required pursuant to A.R.S. § 15-901)

- ♣ For Grade 4-8 students , 890 hours;
  - ♣ For Grade 1-3 students , 712 hours; and
  - ♣ For Kindergarten students, 356 hours (limited to 0.5 ADM)
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- Instructional hours may be delivered in any day, week, and course length increments adopted in the ITM.
  - Instructional hours may be delivered through any combination of direct instruction, project-based learning, independent learning, and mastery-based learning.
  - Instructional hours may be defined to include any in-person instruction and remote instruction.
  - PPS may reallocate any minimum instructional time or hours required per course under A.R.S. §§ 15-808 or 15-901 on a per-student basis to allow students to spend more or less time as needed in an individual course.
  - Instructional times and schedules may be staggered for students and courses or other instructional time options may be offered on the weekends or in the evenings to allow students to not attend or complete school days or instructional time at the same time.
  - Attendance policies must be aligned to reflect the instructional time and hour policies prescribed in the adopted ITM.

#### **Remote Learning**

(Any school district or charter district wishing to offer remote learning must do so through an adopted ITM or through AOI pursuant to A.R.S. §§ 15-808. In addition to authorizing remote learning as part of an ITM, H.B. 2862 establishes the following parameters on offering remote instruction through an ITM)

- For School Year 2021-2022, PPS may provide up to 50% of total instructional time in a remote setting without any impact on funding. Beginning in School Year 2022- 2023, that threshold is lowered to 40% of the school's total instructional time.

#### **Attendance & Tracking**

Beginning in School Year 2021-2022, PPS will report remote learning through an ITM at the student-level in a manner that is similar to reporting absences. When attendance is taken on any given day, a student may be reported as participating in remote instruction for all or part of

the day. Students receiving instruction that is not classroom-based should be reported as receiving remote instruction in most circumstances. The specific process that will be used to report distance learning at PPS will be Edupoint (Synergy).

PPS has flexibility to design attendance tracking procedures to connect their ITM to existing attendance systems. PPS will consider which activities best represent student participation/engagement in remote instruction, independent learning, mastery-based learning, or project-based learning. Other methods will include:

- Communication with a teacher, such as 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; or
- Time spent working on projects with a method for reporting participation during a given timeframe.
- Completion of a project.

### **Instructional Calendar**

(All schools, with the exception of those providing AOI pursuant to A.R.S. § 15-808, are required to submit an instructional calendar to the Department. The Superintendent, or authorized representative, must certify that the calendar has met the minimum instructional time requirements defined in A.R.S. § 15-901 through traditional in-person instruction or an alternate modality through an ITM. The instructional calendar must be entered into the district or charter SIS and uploaded to AzEDS before students enrolled in the school will generate funding.)

Schools that have implemented an ITM and are not providing AOI must submit a school calendar that reflects the days on which instruction(182) will be provided through any learning modality. If an ITM includes asynchronous learning, such as project-based learning or mastery-based instruction, the asynchronous learning time must be designated to replace synchronous instruction that would otherwise be provided on specific instructional days. The ITM model must identify how asynchronous learning is used to replace synchronous instruction. Schools must link instructional provided through an ITM back to a calendar, this may include providing instructional time on a weekend or evening--but linking instruction back to a Monday through Friday calendar. Calendars must define instructional days for the school year. However, there is flexibility within an ITM to provide instructional time outside of the submitted calendar and link attendance back to calendared instructional days.