

Distance Learning Plan Template for Charter Schools

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

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

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

Charter Holder Information

Charter Holder Name	Boys & Girls Clubs of the East Valley Dba Mesa Arts Academy	Charter Holder Entity ID	4305
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Miranda Koperno/Joyce Oyer	
Representative Telephone Number		480-844-3965	
Representative E-Mail Address		Miranda.koperno@bgcaz.org Joyce.oyer@bgcaz.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
Mesa Arts Academy	5470	078613101

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

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If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the charter school operate for School Year 2020-2021?	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	218	Start Date for Distance Learning	August 17,2020
Estimated Number of Students Participating in Distance Learning for the Full Year	218	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	0
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 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:		

Mesa Arts Contingency plan one- The school will make every effort to employ social distancing guidelines. Face coverings currently mandated by the city and they are required by all on campus. All students will attend school on campus. Virtual learning available to parents who would like to have their student enrolled at our school, but participate online. Staff and students are screened at cars.

We will have 14 students in an academic classroom and Arts classes will be taught at the concurrently with the other half of the class. The result would be an arts day 2 days per week and academic days 2 days per week. This would limit students'/staff movement. Teachers would rotate instead of children as much as possible. (The gym being the exception) Sack lunches would be eaten in the classrooms. On Fridays, teachers would have plan time and professional development scheduled. The school will have online classes/materials for students to complete on Fridays. Students would be accountable for virtual assignments. On Friday, the school will open a drop-in on-site support center for students who would like to attend. At this time, we would ask the families that are interested to sign up.

Mesa Arts scenario plan two- Half of the students on campus, half the students attending virtually- rotating everyday day.

If we were to go with scenario two, the students would continue to be broken up into two groups- A and B. Students would rotate through school on one day and they would be virtual another day. Students will be responsible for work on all days. Arts classes would take place on those days as well with minimal movement of students. All students would have a total of 2 specials during each school day. (Students will be responsible for Art Classes on campus)

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?	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)

- 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.)

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- 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 will be counted as present if: -The student marks themselves present in Google Classroom attendance and/or parents email Jasmine Tovar at ascuena.tovar@bgcaz.org by 8:00 AM for attendance.	1. Registrar 2. Teachers	1.Daily	1. Google classroom attendance or email from parent received by Jasmine Tovar.

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
1. Any student who has not checked in daily by 8:00 parents will be contacted by Registrar 2. Complete assignments daily 3. Online Meeting/Office Hours 4. Must demonstrate participation by attending class meetings or recordings in addition to completing assignment in order to earn credit.	1. Registrar 2. Students /Teachers 3. Students/Teachers	1. Daily 2. Daily 3. Daily	1. Phone call list printed after attendance with notes on them stored in the office 2. Assignments to be submitted daily by students 3. Teachers will host office hours daily when students are not present at the brick and mortar site, as well as a scheduled meeting. Schedule to be provided.

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
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1. 2 weeks' worth of lesson plans to be prepared and posted in planbook 2. Lessons and activities must be posted by 7:30 AM every day (rotational schedule applies for office hours). If using live/synchronous learning, post by 7:00 AM the time that students must log in. Remember to record and post those lessons to the Classroom for students that are unavailable during the live session.	1. Teachers 2. Teachers	1. Every other week 2. Daily	1. Teachers will have lesson plans posted in planbook 2. Posts in Google classroom
3. Teachers must post a weekly agenda with deadlines and point values for all assignments on Monday by 7:00am	3. Teachers	3. Weekly	3. Posts in google classroom
4.	4.	4.	4.

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
1. Administration will update teachers at minimum weekly to ensure communication	1. Principal/Assistant Principal/Director of Arts and Special Events	1. Weekly	1. Weekly letters to staff via email
2. Administration will review HR policies on Health and Wellness and COVID prior to school starting with staff.	2. Principal/Assistant Principal/Director of Arts and Special Events	2. Once prior to start of school	2. Staff sign off
3. Administration will review sick policies prior to school starting	3. Principal/Assistant Principal/Director of Arts and Special Events	3. Once prior to start of school	3. Staff sign off

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

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Professional Development will be virtual for all staff members.	1. Principal/Assistant Principal/Director of Arts and Special Events	1. Prior to school starting	1. Staff sign off sheet

List Specific Professional Development Topics That Will Be Covered

- Ready Math
- Thinkcerca
- Acellus
- Family Educational Rights and Privacy Acts
- Autism and Emergency
- Sexual Harassment
- Civil Rights
- Child Find
- Asbestos
- Homeless- McKinney Vento
- Mandated Reporting
- General Reminders
- Slips and Falls
- Universal Precautions
- Ehlers Danlos
- Mesa Arts Academy Employee Orientation
- Meal Procedure

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-General Reminders

-Recess Rules and Procedures

-Bloodborne Pathogens

-Emergency Response plan-

-DIBELS

- Mandated Reporting: **Duty to Report**
- Child Safety Sexual Abuse Prevention- **Keeping your Club Safe**

Child Safety Sexual Abuse Prevention- **Meet Sam**

-Covid Cleaning and Sanitation

-Any Covid updates-

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

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

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

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>
<i>Kindergarten</i>	<i>Direct Instruction delivered via Google Hangout or</i>	<i>Acellus.com Ready Math</i>	<i>Checks for understanding during instruction and</i>	<i>Unit assessments- dependent on the unit</i>

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	<i>recorded session if student unavailable</i> <i>Videos from content provided</i>		<i>student assignment completion</i>	<i>Benchmarks- 3 times a year</i>
<i>1-3</i>	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i> <i>Videos from content provided</i>	<i>Acellus.com</i> <i>Ready Math</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit</i> <i>Benchmarks- 3 times a year</i>
<i>4-6</i>	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i> <i>Videos from content provided</i>	<i>4-5 Acellus.com</i> <i>Ready Math</i> <i>6th grade Acellus.com</i> <i>Go Math!</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit</i> <i>Benchmarks- 3 times a year</i>
<i>7-8</i>	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i> <i>Videos from content provided</i>	<i>7-8 Acellus.com</i> <i>Go Math!</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit</i> <i>Benchmarks- 3 times a year</i>
<i>9-12</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>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i>	<i>Acellus.com Abcya,</i> <i>starfall.com, CKLA</i> <i>95% group phonics</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit</i> <i>Benchmarks- 3 times a year</i>
<i>1-3</i>	<i>Direct Instruction delivered via Google Hangout or</i>	<i>Acellus.com Abcya,</i> <i>starfall.com, CKLA</i> <i>95% group phonics</i>	<i>Checks for understanding during instruction and</i>	<i>Unit assessments- dependent on the unit</i> <i>Benchmarks- 3 times a year</i>

	<i>recorded session if student unavailable</i>	<i>3rd grade CKLA, storyworksjr, thinkcerca.com</i>	<i>student assignment completion</i>	
4-6	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i>	<i>Acellus.com CKLA, storyworks or Scope, thinkcerca.com</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit Benchmarks- 3 times a year</i>
7-8	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i>	<i>Acellus.com Scope and thinkcerca.com</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit Benchmarks- 3 times a year</i>
9-12				

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>
Kindergarten	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i>	<i>Acellus.com CKLA, Scholastic News</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit Benchmarks- 3 times a year</i>
1-3	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i>	<i>Acellus.com CKLA, Scholastic News</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit Benchmarks- 3 times a year</i>
4-6	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i>	<i>Acellus.com 4-5 CKLA, Scholastic News, mystery science 6th Acellus.com Kessler Science, thinkcerca.com</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit Benchmarks- 3 times a year</i>

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7-8	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i>	<i>Acellus.com Kessler Science , thinkcerca.com</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit Benchmarks- 3 times a year</i>
9-12				

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>	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i>	<i>Acellus.com</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit</i>
<i>1-3</i>	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i>	<i>Acellus.com</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit</i>
<i>4-6</i>	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i>	<i>Acellus.com</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit</i>
<i>7-8</i>	<i>Direct Instruction delivered via Google Hangout or recorded session if student unavailable</i>	<i>Acellus.com</i>	<i>Checks for understanding during instruction and student assignment completion</i>	<i>Unit assessments- dependent on the unit</i>
<i>9-12</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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Services will be provided via Google Hangouts when services are not able to be provided at school.	Special Education Director, Special Education Paraprofessional, Speech Pathologist	Frequency and timing will be based on each child’s IEP	IEP Progress reports

Process for Implementing Action Step

If school is utilizing scenario one or two, the Special Education director will create a schedule to provide services as much as possible with students while they are on campus. If students are unable to attend school and plan to attend virtually, arrangements will be made to provide the students with services virtually.

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
Services will be provided via Google Hangouts when services are not able to be provided at school.	English Language Director	Frequency and timing will be based on the child’s ILLP	ILLP progress reports

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	x	x	
	Packet of Social and Emotional Topics	x	x	x	x	
	Online Social Emotional videos	x	x	x	x	
	Parent Training					
	Other: SEL classes	x	x	x	x	

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	Webcast					
	Email/IM					
	Other:					

Provide a description of how the charter school will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Students will attend a SEL class at minimum once per week	SEL instructor	1 session per week	Student work/projects
Teachers will work with students on short checks with students daily	Classroom teachers	Once per day	Student work/projects

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

Describe how the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Students will take benchmark assessments at minimum 3 times a year	1. Classroom teacher, Test Administrator	1. 3 times per year- at minimum one in the fall, winter and one prior to school letting out	1. Test scores
2. Students will take quizzes and unit assessments in Accellus to demonstrate mastery in subjects	2. Students/Teachers	2. Upon end of unit	2. Test score results

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	Aimsweb	Testing center, in person	August, December, May
1-3	Galileo	online	August, December, May
4-6	Galileo	online	August, December, May
7-8	Galileo	online	August, December, May
9-12			

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

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<i>Kindergarten</i>	<i>DIBELS</i>	<i>Testing center in person</i>	<i>August, December, May</i>
<i>1-3</i>	<i>Galileo</i>	<i>online</i>	<i>August, December, May</i>
<i>4-6</i>	<i>Galileo</i>	<i>online</i>	<i>August, December, May</i>
<i>7-8</i>	<i>Galileo</i>	<i>online</i>	<i>August, December, May</i>
<i>9-12</i>			

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

Additional Information (Optional)

The charter school may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.