

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	Benjamin Franklin Charter School – Queen Creek	Charter Holder Entity ID	078754000
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		William Bressler	
Representative Telephone Number		480-264-3710	
Representative E-Mail Address		bbressler@bfcsaz.com	

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
Benjamin Franklin Charter School – Crismon	5537	078754102
Benjamin Franklin Charter School – Gilbert	5538	078754103
Benjamin Franklin Charter School – Power	88341	078754104
Benjamin Franklin High School	92270	078754201

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

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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?	179
How many instructional days did the charter school operate for School Year 2019-2020?	178

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	2900	Start Date for Distance Learning	August 3, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	300	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	2900
<p>Please choose the option that indicates your proposed duration/plan for distance learning:</p> <p><input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students.</p> <p><input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students.</p> <p><input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.</p> <p><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.).</p> <p><input checked="" type="checkbox"/> 5. Other (Please explain below)</p>			
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:			

BFCS will begin offering in-person instruction to students on August 17, 2020 and continue to offer remote learning to learners unable to return to in-person instruction for the duration of the 2020/2021SY.

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
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<ol style="list-style-type: none"> 1. Notify parents and guardians of attendance procedures during remote learning 2. Students to check in at the beginning of their day/class 3. Teacher will track daily assignments submitted (online or paper) by students 4. Teacher will track participation in live sessions (Google Meet) 5. Teacher or school personnel will reach out if no contact has been made 	<ol style="list-style-type: none"> 1. Site Administrators 2. K-12 Teachers 3. Site office staff 	<ol style="list-style-type: none"> 1. Daily check in and check out 2. Daily assignments 3. Daily live meetings 4. Daily reconciliation to report to registrar 	<ol style="list-style-type: none"> 1. Email, website post 2. Letter went out 7/29/20 3. Communication logs 4. Gradebooks
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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
<ol style="list-style-type: none"> 1. Teachers will track communication with each student on their caseload 2. Site administrators will verify communication 	<ol style="list-style-type: none"> 1. K-12 Teachers 2. Site Administration 	<ol style="list-style-type: none"> 1. Weekly contact at the K-6 level 2. Monthly contact at the 7-12 level 	<ol style="list-style-type: none"> 1. Communication Logs 2. Gradebooks

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. Teachers will manage their assigned classes as they do in-person 2. Pre-recorded lessons for any new content 3. Tutoring and live sessions arranged daily to address needs of individual students 4. Attend staff meetings 5. Attend PLC meetings 	<ol style="list-style-type: none"> 1. Site Administrators 2. Grade level department heads/grade level mentors 	<ol style="list-style-type: none"> 1. Daily interaction with class 2. Daily videos posted 3. Daily live opportunities 4. Weekly staff meetings 5. Weekly PLC meetings 6. Weekly grades and posting to parent portal 7. Weekly lesson plans 	<ol style="list-style-type: none"> 1. Teacher contributions to the BFCS - K-6 Remote Learning Curriculum Q1 repository for links to videos, docs, forms, expectations, etc. 2. Site Administrators keep time and effort logs of minimum requirements

<p>6.Regularly assess and record progress 7.Professionalism and dress code still apply 8.Turn in lesson plans weekly with live sessions, videos, and any materials needed linked</p>			
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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
<p>1.Regular communication from administration 2.HR policies and support 3.New Teacher Induction Program 4.Support structure: site administration, instructional coaches, department heads, mentors, etc. 5. Available support services offered in the staff newsletter</p>	<p>1.Central Office Administration 2.Site Level Administration 3.HR Generalist 4.Talent Acquisition Team 5.Teacher Leaders 6. Communications Manager</p>	<p>1.Weekly staff meetings 2.Ongoing emails 3. Monthly newsletters</p>	<p>1.Staff meeting agendas 2. Documented email messages 3. HR’s employee communication log 4. Internal media material used to promote the organization's products or services</p>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1.Teacher in-service to provide tutorials on Google Classroom 2.Live sessions to professionally develop teachers in a remote environment 3.Office hours for questions 4.Shared Google Drive for Remote Learning Resources</p>	<p>1.Site Administration 2.Academic Team</p>	<p>1.7/27-7/31 2.Ongoing</p>	<p>1.Presentations included in drive 2.Schedule included in drive 3.Professional Development tracker given to all teachers</p>

List Specific Professional Development Topics That Will Be Covered

- Google Classroom Training
- Suicide Prevention Training 6-12
- Classroom Management in a Remote Environment
- Student Engagement in a Remote Environment
- Communication in a Remote Environment
- Gradebook Training for FamilyLink
- Campus Procedures and training
- Spalding Training for K-6 new teachers
- Excellence in Writing Training K-6
- Saxon Training K-6

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:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours		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>
<i>Kindergarten</i>	1. Direct Instruction via pre-recorded lessons (4 days/week) 2. Tutoring sessions via Google Meet (as needed) 3. Teacher office hours for individual help (daily)	Saxon Math	1. Daily check for understanding work (Google Forms) with feedback 2. Live tutoring sessions 3. Live office hours for questions 4. Self-assessment with independent work	1. iSTEOP benchmark assessment 2. Saxon Assessment *minimum 1 grade per week
<i>1-3</i>	1. Direct Instruction via pre-recorded lessons (4 days/week) 2. Tutoring sessions via Google Meet (as needed) 3. Teacher office hours for individual help (daily)	Saxon Math	1. Daily check for understanding work (Google Forms) with feedback 2. Live tutoring sessions 3. Live office hours for questions 4. Self-assessment with independent work	1. iSTEOP benchmark assessment 2. Saxon Assessment *minimum 1 grade per week
<i>4-6</i>	1. Direct Instruction via pre-recorded lessons (4 days/week) 2. Tutoring sessions via Google Meet (as needed) 3. Teacher office hours for individual help (daily)	Saxon Math	1. Daily check for understanding work (Google Forms) with feedback 2. Live tutoring sessions 3. Live office hours for questions 4. Self-assessment with independent work	1. iSTEOP benchmark assessment 2. Saxon Assessment *minimum 1 grade per week
<i>7-8</i>	1. Direct Instruction via pre-recorded lessons (3 per week)	Saxon Math	1. Daily check for understanding work (Google Forms) with feedback	1. iSTEOP benchmark assessment 2. Saxon Assessment

	<p>2. Class Meetings via Google Meet (2 per week per class)</p> <p>3. Teacher office hours or tutoring for individual help (totalling 2 hours per day)</p>		<p>2. Live tutoring sessions</p> <p>3. Live office hours for questions</p> <p>4. Self-assessment with independent work</p>	<p>3. Due dates listed on teacher website each week</p> <p>https://hs.bfcsaz.com/family-resources/teacher-websites</p>
9-12	<p>1. Direct Instruction via pre-recorded lessons (3 per week)</p> <p>2. Class Meetings via Google Meet (2 per week per class)</p> <p>3. Teacher office hours or tutoring for individual help (totalling 2 hours per day)</p>	<p>Saxon Math through Geometry, Mathematical Excursions- Cengage, Precalculus Graphical Numerical Algebraic Common Core-Pearson, Peck/Olsen/Devore's An Introduction to Statistics and Data Analysis 5th, Calculus AP Edition Briggs, Cochran Gillett-Pearson</p>	<p>1. Daily check for understanding work (Google Forms) with feedback</p> <p>2. Live tutoring sessions</p> <p>3. Live office hours for questions</p> <p>4. Self-assessment with independent work</p>	<p>1. iSTEEP benchmark assessment</p> <p>2. Saxon Assessment</p> <p>3. Due dates listed on teacher website each week</p> <p>https://hs.bfcsaz.com/family-resources/teacher-websites</p>

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>	<p>1. Direct Instruction via pre-recorded lessons (4 days/week)</p> <p>2. Tutoring sessions via Google Meet (as needed)</p> <p>3. Teacher office hours for individual help (daily)</p>	<p>1. Spalding Education International: The Writing Road to Reading (a Total Language Arts Approach)</p>	<p>1. Daily written phonogram practice</p> <p>2. Daily spelling practice</p> <p>3. Live tutoring sessions (as needed)</p> <p>4. Live office hours for questions (daily)</p>	<p>1. iSTEEP benchmark assessment</p> <p>2. Weekly Phonogram Test (oral and written)</p> <p>3. Weekly Skills Tests (oral and written)</p> <p>*minimum of 1 grade per subject per week</p>
<i>1-3</i>	<p>1. Direct Instruction via pre-recorded lessons (4 days/week)</p> <p>2. Tutoring sessions via Google Meet (as needed)</p> <p>3. Teacher office hours for individual help (daily)</p>	<p>1. Spalding Education International: The Writing Road to Reading (a Total Language Arts Approach)</p> <p>2. Easy Grammar</p> <p>3. Institute for Excellence in Writing</p> <p>4. Literature Sets with Accompanying Resources</p>	<p>1. Daily written phonogram practice</p> <p>2. Daily spelling practice</p> <p>3. Daily grammar practice</p> <p>4. Live tutoring sessions (as needed)</p> <p>5. Live office hours for questions (daily)</p> <p>6. Class discussions</p>	<p>1. iSTEEP benchmark assessments</p> <p>2. Weekly Phonogram Test</p> <p>3. Weekly Spelling Test</p> <p>4. Comprehension and Fluency assessments</p> <p>5. Weekly Grammar Test</p> <p>*minimum of 1 grade per subject per week</p>

4-6	<ol style="list-style-type: none"> 1. Direct Instruction via pre-recorded lessons (4 days/week) 2. Tutoring sessions via Google Meet (as needed) 3. Teacher office hours for individual help (daily) 	<ol style="list-style-type: none"> 1. Spalding Education International: The Writing Road to Reading (a Total Language Arts Approach) 2. Easy Grammar 3. Institute for Excellence in Writing 4. Literature Sets with Accompanying Resources 	<ol style="list-style-type: none"> 1. Daily written phonogram practice 2. Daily spelling practice 3. Daily grammar practice 4. Live tutoring sessions (as needed) 5. Live office hours for questions (daily) 6. Class discussions 	<ol style="list-style-type: none"> 1. iSTEEP benchmark assessments 2. Weekly Phonogram Test 3. Weekly Spelling Test 4. Comprehension and Fluency assessments 5. Weekly Grammar Test <p>*minimum of 1 grade per subject per week</p>
7-8	<ol style="list-style-type: none"> 1. Direct Instruction via pre-recorded lessons (3 per week) 2. Class Meetings via Google Meet (2 per week per class) 3. Teacher office hours or tutoring for individual help (totalling 2 hours per day) 	<ol style="list-style-type: none"> 1. Hake Grammar and Writing 7 2. Hake Grammar and Writing 8 3. Institute for Excellence in Writing 4. Literature Sets with Accompanying resources 	<ol style="list-style-type: none"> 1. Live tutoring sessions (as needed) 2. Live office hours for questions (daily) 3. Live opportunities for class discussions (2 per week) 4. Self-assessment with independent work 5. Daily check for understanding work (Google Forms) with feedback 	<ol style="list-style-type: none"> 1. iSTEEP benchmark assessments 2. Test or other assignment to show competency and mastery of concepts taught 3. Due dates listed on teacher website each week <p>https://hs.bfcsaz.com/family-resources/teacher-websites</p> <p>*minimum of 2 grades per subject per week (combination of formative and summative)</p>
9-12	<ol style="list-style-type: none"> 1. Direct Instruction via pre-recorded lessons (3 per week) 2. Class Meetings via Google Meet (2 per week per class) 3. Teacher office hours or tutoring for individual help (totalling 2 hours per day) 	<ol style="list-style-type: none"> 1. Easy Grammar 9-11 2. Institute for Excellence in Writing 3. Literature Sets with Accompanying resources 	<ol style="list-style-type: none"> 1. Live tutoring sessions (as needed) 2. Live office hours for questions (daily) 3. Live opportunities for class discussions (2 per week) 4. Self-assessment with independent work 5. Daily check for understanding work (Google Forms) with feedback 	<ol style="list-style-type: none"> 1. iSTEEP benchmark assessments 2. Test or other assignment to show competency and mastery of concepts taught 3. Due dates listed on teacher website each week <p>https://hs.bfcsaz.com/family-resources/teacher-websites</p> <p>*minimum of 2 grades per subject per week (combination of formative and summative)</p>

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

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	<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.Direct Instruction via pre-recorded lessons (2 days/week) 2.Independent Study 3.Menu of Options for project-based learning	Studies Weekly	1.Activities to reinforce new learning 2.Show and Tell 3.Class discussions	1.Test or other assignment to show competency and mastery of concepts taught *minimum of 1 grade per week
<i>1-3</i>	1.Direct Instruction via pre-recorded lessons (2 days/week) 2.Independent Study 3.Menu of Options for project-based learning	Studies Weekly	1.Activities to reinforce new learning 2.Show and Tell 3.Class discussions	1.Test or other assignment to show competency and mastery of concepts taught *minimum of 1 grade per week
<i>4-6</i>	1.Direct Instruction via pre-recorded lessons (2 days/week) 2.Independent Study 3.Menu of Options for project-based learning	Studies Weekly	1.Activities to reinforce new learning 2.Show and Tell 3.Class discussions	1.Test or other assignment to show competency and mastery of concepts taught *minimum of 1 grade per week
<i>7-8</i>	1. Direct Instruction via pre-recorded lessons (3 per week) 2. Class Meetings via Google Meet (2 per week per class) 3. Teacher office hours or tutoring for individual help (totalling 2 hours per day)	1.Pearson-Life Science 7th 2.Pearson-Physical Science 8th	1.Live tutoring sessions (as needed) 2.Live office hours for questions (daily) 3.Live opportunities for class discussions (2 per week) 4.Self-assessment with independent work 5.Daily check for understanding work (Google Forms) with feedback	1.Test or other assignment to show competency and mastery of concepts taught 2.Due dates listed on teacher website each week https://hs.bfcsaz.com/family-resources/teacher-websites *minimum of 2 grades per subject per week (combination of formative and summative)
<i>9-12</i>	1. Direct Instruction via pre-recorded lessons (3 per week) 2. Class Meetings via Google Meet (2 per week per class) 3. Teacher office hours or tutoring for individual help (totalling 2 hours per day)	1.Pearson-Miller and Levine Biology 2014 2.Pearson-Mastering Biology-AP 3.Pearson-Chemistry Foundations 4.Cengage-AP Chemistry 5.Conceptual Physics (11th Edition)	1.Live tutoring sessions (as needed) 2.Live office hours for questions (daily) 3.Live opportunities for class discussions (2 per week) 4.Self-assessment with independent work	1.Test or other assignment to show competency and mastery of concepts taught 2.Due dates listed on teacher website each week https://hs.bfcsaz.com/family-resources/teacher-websites

		6.College Physics: A Strategic Approach AP Edition (Knight) 7.Anatomy and Physiology (Goodheart Willcox)	5.Daily check for understanding work (Google Forms) with feedback	*minimum of 2 grades per subject per week (combination of formative and summative)
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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.Direct Instruction via pre-recorded lessons (2 days/week) 2.Independent Study 3.Menu of Options for project-based learning	<u>History:</u> 1.Studies Weekly	1.Activities to reinforce new learning 2.Show and Tell 3.Class discussions	1.Test or other assignment to show competency and mastery of concepts taught *minimum of 1 grade per week
<i>1-3</i>	1.Direct Instruction via pre-recorded lessons (2 days/week) 2.Independent Study 3.Menu of Options for project-based learning	<u>History:</u> 1.Studies Weekly	1.Activities to reinforce new learning 2.Show and Tell 3.Class discussions	1.Test or other assignment to show competency and mastery of concepts taught *minimum of 1 grade per week
<i>4-6</i>	1.Direct Instruction via pre-recorded lessons (2 days/week) 2.Independent Study 3.Menu of Options for project-based learning	<u>History:</u> 1.Studies Weekly	1.Activities to reinforce new learning 2.Show and Tell 3.Class discussions	1.Test or other assignment to show competency and mastery of concepts taught *minimum of 1 grade per week
<i>7-8</i>	1. Direct Instruction via pre-recorded lessons (3 per week) 2. Class Meetings via Google Meet (2 per week per class) 3.Teacher office hours or tutoring for individual help (totalling 2 hours per day)	<u>History:</u> 1.Intro to Western Civilization (in-house, primary documents) 2.Globe Fearon-U.S. History <u>Foreign Language:</u> 1.Classical Academic Press-Latin Alive	1.Live tutoring sessions (as needed) 2.Live office hours for questions (daily) 3.Live opportunities for class discussions (2 per week) 4.Self-assessment with independent work 5.Daily check for understanding work (Google Forms) with feedback	1.Test or other assignment to show competency and mastery of concepts taught 2.Due dates listed on teacher website each week https://hs.bfcsaz.com/family-resources/teacher-websites *minimum of 2 grades per subject per week (combination of formative and summative)

9-12	<ol style="list-style-type: none"> 1. Direct Instruction via pre-recorded lessons (3 per week) 2. Class Meetings via Google Meet (2 per week per class) 3. Teacher office hours or tutoring for individual help (totalling 2 hours per day) 	<p>History:</p> <ol style="list-style-type: none"> 1. Western Civilization (in-house, primary documents) 2. Pearson-The Western Heritage Since 1300 3. Wadsworth-The American Pageant 4. Basic Economics 5. Macroeconomics (Boyes & Melvin) 6. American Government: Institutions and Policies <p>Foreign Language:</p> <ol style="list-style-type: none"> 1. Yale University Press-Learn to Read Latin 2. Holt McDougal-¡Avancemos! 3. Holt McDougal-Bien dit! 4. Klett-Klasse! 	<ol style="list-style-type: none"> 1. Live tutoring sessions (as needed) 2. Live office hours for questions (daily) 3. Live opportunities for class discussions (2 per week) 4. Self-assessment with independent work 5. Daily check for understanding work (Google Forms) with feedback 	<ol style="list-style-type: none"> 1. Test or other assignment to show competency and mastery of concepts taught 2. Due dates listed on teacher website each week https://hs.bfcsaz.com/family-resources/teacher-websites <p>*minimum of 2 grades per subject per week (combination of formative and summative)</p> <p>*minimum of 2 grades per subject per week (combination of formative and summative)</p>
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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)

<p>BFCS plans to provide substantive remote learning by:</p> <ol style="list-style-type: none"> 1. Providing a robust learning experience remotely as we do in-person to minimize the gaps that will inevitably exist 2. Maintaining current curriculum and scope and sequences 3. Providing support to students, families, and teachers to stay on track 4. Communicating regularly and frequently with students and families to assess academic as well as social needs 5. Identifying struggling students to reach mastery through a variety of ways

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
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<p>1. Direct Instruction via pre-recorded lessons (see video expectations document in the ESS folder) 2. Live small group meetings for goal work 3. Live individual sessions for goal work 4. Teacher office hours or tutoring for individual help or questions</p>	<p>1. Director of Special Education 2. Site Administration 3. Special Education Coordinators 4. K-12 Special Education Teachers 5. K-12 General Education Teachers</p>	<p>1. Daily check for understanding work (Google Forms) with feedback 2. Live tutoring sessions 3. Live office hours for questions 4. Self-assessment with independent work 5. Daily goal work</p>	<p>1. Teacher lesson plans 2. Teacher communication logs 3. Documented therapy notes</p>
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Process for Implementing Action Step

BFCs is staffed with special education certified teachers. Teachers have access to IEPs which include goals, accommodations, modifications, and services. Teachers are trained on implementing all portions of the IEPs. Additionally, teachers are provided with training for remote learning. Teachers have access to all equipment necessary to implement IEPs. Teachers have access to parent contact information and permission to communicate electronically.

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
<p>1. Proper documentation 2. AZELLA assessments 3. Communicate to teachers</p>	<p>1. Campus Registrars 2. District Testing Coordinator 3. K-12 teachers</p>	<p>1. Regular reports from ADE 2. Ongoing accommodations</p>	<p>1. Reports 2. Assessments</p>

Process for Implementing Action Step

While we are not administering placement tests just yet, we have the current caseload of EL based on last year's data. We will communicate with any teachers who need that information just as we do students who have 504's or IEP's so accommodations and interventions may take place. As soon as we are able, we will administer placement tests and continue on with the regular process.

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	Teacher Check-in	X	X	X	X	X

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Learning	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training					
	Other:	X	X	X	X	X

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					X
	Webcast					X
	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
1.High School End of Day Check-in via Google Sheets 2.Elementary Schools’ Start of Day and End of Day Check-ins via Google Sheets 3.Arizona Standards for K-12 Physical Education 4.Communication of counseling services available to students 5.Livestream meetings and open office hours	1.High School English Teachers 2.K-6 Teachers 3.K-12 PE Teachers 4.High School counselors 5.K-12 Teachers	1.Daily 2.Daily 3.Daily 4.As needed 5.Daily	1.Validation from High School Administrators 2.Validation from Elementary School Administrators 3.Lesson plan validation from school administrators 4.Time and Efforts reports 5.Validations from school administrators

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
<ol style="list-style-type: none"> 1. Teachers submit lesson plans according to organization-wide pacing guides 2. Teachers deliver direct instruction on any new material 3. Teachers assign formative assessments to gauge learning 4. Teachers monitor summative evaluations each week 5. Teachers evaluate need for individual tutoring sessions based on data 6. Teachers communicate with students and families on progress 	<ol style="list-style-type: none"> 1. Site Administrators 2. K-12 Teachers 3. Parents/Guardians 4. Students 	<ol style="list-style-type: none"> 1. Lesson plans submitted each week 2. Daily videos of new learning 3. Regular feedback on formative assessments 4. 1 grade per subject each week 5. Gradebook posted weekly 6. Tutoring sessions as needed 7. Weekly communication with families 	<ol style="list-style-type: none"> 1. Lesson plans submitted with videos, live sessions, tutoring, and communication logs 2. Compliance logs kept by site administrators

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	1. iSTEEP: A System To Enhance Educational Performance	<ol style="list-style-type: none"> 1. Online (remote learning): group and/or individual 2. In person (if back to school): group and/or individual 	August
1-3	1. iSTEEP: A System To Enhance Educational Performance	<ol style="list-style-type: none"> 1. Online (remote learning): group and/or individual 2. In person (if back to school): group and/or individual 	August
4-6	1. iSTEEP: A System To Enhance Educational Performance	<ol style="list-style-type: none"> 1. Online (remote learning): group and/or individual 2. In person (if back to school): group and/or individual 	August

7-8	1. iSTEEP: A System To Enhance Educational Performance	1. Online (remote learning): group and/or individual 2. In person (if back to school): group and/or individual	August
9-12	1. iSTEEP: A System To Enhance Educational Performance	1. Online (remote learning): group and/or individual 2. In person (if back to school): group and/or individual	August

Benchmark Assessments (ELA)			
	<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>
Kindergarten	1. iSTEEP: A System To Enhance Educational Performance	1. Online (remote learning): group and/or individual 2. In person (if back to school): group and/or individual	August
1-3	1. iSTEEP: A System To Enhance Educational Performance	1. Online (remote learning): group and/or individual 2. In person (if back to school): group and/or individual	August
4-6	1. iSTEEP: A System To Enhance Educational Performance	1. Online (remote learning): group and/or individual 2. In person (if back to school): group and/or individual	August
7-8	1. iSTEEP: A System To Enhance Educational Performance	1. Online (remote learning): group and/or individual 2. In person (if back to school): group and/or individual	August
9-12	1. iSTEEP: A System To Enhance Educational Performance	1. Online (remote learning): group and/or individual 2. In person (if back to school): group and/or individual	August

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

BFCS will administer the benchmark assessments as well as assessments needed for the dyslexia screener and MOWR initial assessments from this testing module. We are prepared to administer remotely if needed, but we will also be prepared to mobilize to an in-person model when that time comes, as that is our preference. Because of the fluidity of the return date, we do not know the exact launch of the assessments. We would like them done by the end of August.

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.

Great effort has been made to ensure the education our families expect of us. We understand that some of our families will choose to continue on in remote learning for the remainder of the year. Because of that, we want to control the quality of our instruction as much as possible. Our primary goals are to reduce the stress on families and students while maintaining our educational expectations for the good of the students.