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.

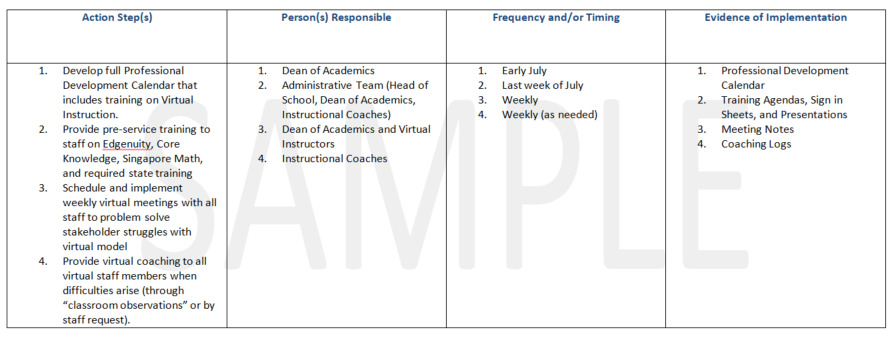
Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

# 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:



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** | **Keystone Montessori School** | **Charter Holder Entity ID** |  |
| **Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)** | | Laura Hertzler | |
| **Representative Telephone Number** | | 480 460 7312 | |
| **Representative E-Mail Address** | | [laura@keystonemontessori.com](mailto:laura@keystonemontessori.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** |
| **Keystone Montessori School** | **10878** | **78779000** |
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# Distance Learning Background Information

1. *Number of Instructional Days (3.b)*

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

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

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

|  |  |
| --- | --- |
| **How many instructional days will the charter school operate for School Year 2020-2021?** | *180* |
| **How many instructional days did the charter school operate for School Year 2019-2020?** | *180* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Estimated Enrollment for FY 2021** | **208** | **Start Date for Distance Learning** | **8/3/2020** |
| **Estimated Number of Students Participating in Distance Learning for the Full Year** | **25** | **Estimated Number of Students Participating in Distance Learning for a Portion of the Year** | **208** |
| **Please choose the option that indicates your proposed duration/plan for distance learning:** | ☐1. We intend to operate distance learning for the full year for all students.  x 2. We intend to operate distance learning until Campus reopens for all students.  ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen.  ☐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.).  ☐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 intend to operate distance learning for all students until the our Campus fully reopens. Once school is open for in person attendance we will continue with a distance learning option for the remainder of the year for families that choose that option. | | | |

|  |  |
| --- | --- |
| **Is the charter requiring students to do distance learning?** | Yes, until our Campus reopens. |
| **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)

1. *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 competed 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. *Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
|  |  |  |  |

# Teacher and Staff Expectations and Support (1.a.ii)

1. *Describe expectations of teachers and other staff working virtually.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| The teachers and the staff need to be on Campus.  They are expected to be connected to the students throughout the school day and have parent meetings via zoom after the regular school hours. | Head of School  Associate Head of School  Teachers | Monday through Friday:  8:15 am - 2:45 pm with one hour lunch break. | Lesson Plans  Transparent Classroom, our Record Keeping Systems  Attendance |

1. *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** |
| Level Meetings  E-mail and text communication | Head of School  Associate Head of School  Office Manager | Weekly  As needed | Meeting minutes  E-mails |

1. *Describe how professional development will be provided to employees.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Training on Zoom and Google classroom | Associate Head of School | Before the start of the school year and as needed | Scheduled in our teacher prep week  At our weekly staff meetings |
| **List Specific Professional Development Topics That Will Be Covered** | | | |
| How to implement four distance learning with the feeling of a Montessori environment: Use of Webinars on [montessorilibrary.com](http://montessorilibrary.com)  How to use Zoom and use break out rooms for lessons.  How to use google classroom as a platform to check on work and give suggestions. | | | |

# 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 |
| Needs Assessment-Available data | x |  |  |
| Other: |  |  |  |
| **What will be Used to Respond to Need**? | | | |
| Loaner Device (laptop/tablet) | x | x | x |
| WIFI Hot Spot |  |  |  |
| Supplemental Utility Support (Internet) |  | x | x |
| Other: |  |  |  |
| **When will stakeholders have access to IT Support Availability?** | | | |
| Traditional School Hours |  | x | x |
| Extended Weekday Hours |  |  |  |
| 24/7 Support |  |  |  |
| Other: |  |  |  |

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

1. *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)** | | | | |
|  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* |
| *Kindergarten* |  |  |  |  |
| *1-3* | *Direct instruction via Zoom*  *Independent Study*  *Project Based Learning via a list of options* | *Montessori Curriculum*  *Aligned with AZ Standards* | *Check the follow up work*  *Weekly and as needed* | *Weekly personal check in*  *Daily via Google classroom* |
| *4-6* | *Direct Instruction via Zoom*  *Independent Study*  *Project Based Learning via a list of options* | *Montessori Curriculum*  *aligned with AZ Standards* | *Check the follow up work*  *Weekly and as needed* | *Weekly personal check in*  *Daily via Google classroom* |
| *7-8* | *Direct Instruction via Zoom*  *Independent Study*  *Project Based Learning via a list of options* | *Text books*  *Seminar formed meetings*  *Aligned with AZ standards* | *Check work handed in* | *Weekly personal check ins* |
| *9-12* |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)** | | | | |
|  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* |
| *Kindergarten* |  |  |  |  |
| *1-3* | *Direct Instruction via Zoom*  *Independent Study*  *Project Based Learning via list of options* | *Montessori Curriculum*  *Aligned with the AZ Standards* | *Check of follow up work that will be handed in*  *Weekly and as needed* | *Weekly personal check in on Zoom and discussion of work*  *Daily via Google classroom* |
| *4-6* | *Direct Instruction via Zoom*  *Independent Study*  *Project Based Learning via list of options* | *Montessori Curriculum*  *Aligned with the AZ Standards* | *Check of follow up work that will be handed in*  *Weekly and as needed* | *Weekly personal check in on Zoom and discussion of work*  *Daily via Google classroom* |
| *7-8* | *Direct Instruction via Zoom*  *Independent Study*  *Project Based Learning via list of options* | *Text books*  *Seminars with the students*  *Aligned with AZ Standards* | *Check assignments that have been handed in*  *Seminar style check in* | *Weekly personal check in on Zoom*  *Daily via Google classroom* |
| *9-12* |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)** | | | | |
|  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* |
| *Kindergarten* |  |  |  |  |
| *1-3* | *Direct Instruction via Zoom*  *Independent Study*  *Project Based Learning via list of options* | *Montessori Curriculum*  *aligned with AZ Standards* | *Check of follow up work that will be handed in*  *Weekly and as needed* | *Weekly personal check in on Zoom*  *Daily via Google classroom hand ins* |
| *4-6* | *Direct Instruction via Zoom*  *Independent Study*  *Project Based Learning via list of options* | *Montessori Curriculum*  *Aligned with State Curriculum* | *Check of follow up work that will be handed in*  *Weekly and as needed* | *Weekly personal check in on Zoom*  *Daily via Google classroom* |
| *7-8* | *Direct Instruction via Zoom*  *Independent Study*  *Project Based Learning via list of options* | *Text books*  *Aligned with State curriculum* | *Check of assignments that have been completed and discussions in seminar style forms of the work* | *Weekly personal check in on Zoom*  *Daily via Google classroom* |
| *9-12* |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)** | | | | |
|  | *Educational Delivery Methodologies* | *Content Provider/Program Used* | *Formative Assessment Strategies and Frequency* | *Summative Assessment Strategies and Frequency* |
| *Kindergarten* |  |  |  |  |
| *1-3* | *Direct Instruction via Zoom*  *Independent Study*  *Project Based Learning via list of options* | *Montessori Curriculum*  *Aligned with State Standards* | *Check of follow up work that will be handed in*  *Weekly and as needed* | *Weekly personal check in on Zoom*  *Daily via Google classroom hand ins* |
| *4-6* | *Direct Instruction via Zoom*  *Independent Study*  *Project Based Learning via list of options* | *Montessori Curriculum*  *Aligned with State Standards* | *Check of follow up work that will be handed in*  *Weekly and as needed* | *Weekly personal check in*  *On Zoom*  *Daily via Google Classroom hand ins* |
| *7-8* | *Direct Instruction via Zoom*  *Independent Study*  *Project Based Learning via list of options* | *Text books*  *Seminars*  *Aligned with state curriculum* | *Check of handed in assignments and discussion of the work in Seminar style* | *Weekly personal check in*  *On Zoom*  *Daily via Google Classroom* |
| *9-12* |  |  |  |  |

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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)** |
| The children will meet every morning for a whole class check in on Zoom. That is when attendance will be taken. The children will then follow the schedule that they would have during the regular school day. They will stay on Zoom. For lessons the lead teacher will go to break out rooms to give lessons in groups while the assistant will be available to answer questions of children in the meantime.  The children will also have a list of options that they will receive every week to work on independently during the work hours. They are also encouraged to work on independent research projects.  They will be using Google Classroom to hand in their work and will have individual meetings weekly with the teacher to discuss progress, follow up work, and the emotional wellbeing. |

# 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.***

1. *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** |
| Implement IEP/504 | SPED Team | Follow minutes of IEP/504 | Meeting notes and recording of lessons |
| **Process for Implementing Action Step** | | | |
| Zoom Meetings and Google Classroom  Follow up via e-mail and phone calls as needed | | | |

1. *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** |
| ILLP | English Language Coordinator | Following the minutes of ILLP | Meeting notes |
| **Process for Implementing Action Step** | | | |
| Zoom Meetings and Google Classroom |  |  |  |

# 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 |  |
| Packet of Social and Emotional Topics |  |  |  |  |  |
| Online Social Emotional videos |  |  |  |  |  |
| Parent Training |  | x | x | x |  |
| Other: |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Kinder** | **1-3** | **4-5** | **6-8** | **9-12** |
| **Counseling Services** | In-Person |  |  |  |  |  |
| Phone |  | x | x | x |  |
| Webcast |  | x | x | 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** |
| Availability of meetings with the students and the parents | The classroom teacher  The SPED Team  Psychologist | Weekly  AS needed | Meeting notes  Online content |

# 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.*

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| --- | --- | --- | --- |
| **Action Step(s)** | **Person(s) Responsible** | **Frequency and/or Timing** | **Evidence of Implementation** |
| Checking the individual work that is handed in from each student | Teacher | Daily  Weekly  AS needed | Teacher’s Record Keeping  Student’s work on File |

# 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* |  |  |  |
| *1-3* | *AzM2 - 3rd Grade*  *Lead teacher* | *In person*  *Online and in person* | *April*  *On a regular basis throughout the school year* |
| *4-6* | *AzM2*  *Lead teacher* | *In person*  *Online and in person* | *April*  *On a regular basis throughout the school year* |
| *7-8* | *AzM2*  *Lead teacher* | *In person*  *Online and in person* | *April*  *On a regular basis throughout the school year* |
| *9-12* |  |  |  |

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| **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 DIBELS - 3rd Grade Via Zoom - online September 2020*  *AzM2 In person April*  *Lead Teacher Online and in person On a regular basis throughout the*  *school year*  *4-6 AzM2 In person April*  *Lead Teacher Online and in person On a regular basis throughout the*  *school year*  *7-8 AzM2 In person April*  *Lead Teacher Online and in person On a regular basis throughout the*  *school year*    *9-12*  **Optional: Describe how the school will administer benchmark assessments (use if the school wishes to provide information in addition to the table above)** |
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# Additional Information (Optional)

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| --- |
| **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.** |
|  |