

# Distance Learning Plan Template for Charter Schools

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

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	Montessori School of Flagstaff	Charter Holder Entity ID	4205
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Ike Ozis, Head of School		
Representative Telephone Number	928-226-1212		
Representative E-Mail Address	ike@flagmontessori.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
Montessori School of Flagstaff	4205	03-87-05-000

## 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	179	Start Date for Distance Learning	8/17/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	20	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	159
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 checked="" type="checkbox"/> 2. We intend to operate distance learning until <u>Sep 8th</u> for all students. <input checked="" type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <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.). <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:		

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.)
- 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 to the live Zoom synchronous morning meetings/sessions 2. Submitting Assigned School Work Daily	Lead Teachers Site Directors Administrative Assistant	Daily	Montessori Compass Schoolmaster Attendance Reports

- b. 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
<ol style="list-style-type: none"> <li>Weekly one-on-one meetings with each student over Zoom and Google Classroom.</li> <li>Weekly Newsletters</li> <li>School-wide School Messenger Messages to all parents</li> </ol>	Lead Teachers Site Directors School Administration	Daily/Weekly	Montessori Compass and Teacher Notes School Messenger Logs Copy of Newsletters

### 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"> <li>Be available during the school hours for teaching and answering questions</li> <li>Having individualized lesson plans for students</li> <li>Live small group lessons</li> <li>Maintain communication with students and families</li> <li>Communicate with the SPED teacher for students with IEPs</li> <li>Checking for social emotional wellbeing of our students during the weekly check in with individual students.</li> </ol>	Lead Teachers Assistants Pod Coordinators	Weekly Daily	Tracking Sheets Study Guides Students Planners Goal Sheets Google Classroom Montessori Compass Zoom Seesaw YouTube videos (for recorded lesson videos)

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
<ol style="list-style-type: none"> <li>Update the personnel policy to reflect the needs of our employees due to COVID19</li> <li>Weekly emails with updates</li> <li>Sharing of weekly meeting</li> </ol>	Site Directors Head of School	Weekly Ongoing	Employee Handbook Emails Shared Google documents

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plans			
4. Holding open office hours for teachers/staff			
5. Arranging substitute teachers for employees who become sick			

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Professional Development Week before school starts	Lead Teachers	8-5-2020 through 8-14-2020	Shared Google Docs
2. CPR and First Aid Training	SPED Teacher	Weekly	Training Logs
3. Online webinars	Reading Specialist	Ongoing	Sign in Sheets
4. Collaborating with pod teachers	Google Certified Trainers		
5. Montessori training for new assistants	YMCA		
6. SPED Training	Site Directors Head of School		

### List Specific Professional Development Topics That Will Be Covered

<ul style="list-style-type: none"> <li>- G-Suite, Google Classroom, Seesaw, Equity in Montessori, How to do Montessori Online, Center for Guided Montessori trainings, SPED trainings, supporting low readers, Zoom.</li> </ul>
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### 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
<b>What was Used to Establish Need?</b>			
Questionnaire	X	X	
Personal Contact and Discussion	X	X	X
Needs Assessment-Available data			
Other:			
<b>What will be Used to Respond to Need?</b>			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:			
<b>When will stakeholders have access to IT Support Availability?</b>			
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<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>Live and recorded Zoom lessons, weekly bins with</i>	<i>Montessori Materials / Principles</i>	<i>Observation Parent-Student feedback</i>	<i>Observation / Montessori Compass linked to State</i>



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	<i>Montessori materials, independent study.</i>		<i>Turned in school work</i>	<i>Standards</i>
1-3	<i>Live and recorded Zoom lessons, weekly bins with Montessori materials, independent study.</i>	<i>Montessori Materials / Principles AZ Merit Practice Book (3<sup>rd</sup> Graders Only)</i>	<i>Observation Parent-Student feedback Turned in school work</i>	<i>Observation / Montessori Compass linked to State Standards</i>
4-6	<i>Live and recorded Zoom lessons, weekly bins with Montessori materials, independent study.</i>	<i>Montessori Materials / Principals AZ Merit Practice Book (3<sup>rd</sup> Graders Only)</i>	<i>Observation Parent-Student feedback Turned in school work EZCBM Assessment</i>	<i>Observation / Montessori Compass linked to State Standards</i>
7-8	<i>Live and recorded Zoom lessons, weekly bins with Montessori materials, independent study.</i>	<i>Performance Coach Montessori Math</i>	<i>Observation Parent-Student feedback Turned in school work EZCBM Assessment Cycle Tests Teacher Created Assessments</i>	<i>Observation / Montessori Compass linked to State Standards</i>
9-12				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<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>Live and recorded Zoom lessons, weekly bins with Montessori materials, independent study.</i>	<i>Montessori Materials / Principles</i>	<i>Observation Parent-Student feedback Turned in school work EZCBM Assessment</i>	<i>Observation Montessori Compass linked to State Standards EZCBM Assessment</i>
1-3	<i>Live and recorded Zoom lessons, weekly bins with Montessori materials, independent study.</i>	<i>Montessori Materials / Principles AZ Merit Practice Book (3<sup>rd</sup> Graders Only)</i>	<i>Observation Parent-Student feedback Turned in school work EZCBM Assessment</i>	<i>Observation Montessori Compass linked to State Standards EZCBM Assessment</i>
4-6	<i>Live and recorded Zoom lessons, weekly bins with Montessori materials,</i>	<i>Montessori Materials / Principals AZ Merit Practice Book (3<sup>rd</sup></i>	<i>Observation Parent-Student feedback Turned in school work</i>	<i>Observation Montessori Compass linked to State Standards</i>

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	<i>independent study.</i>	<i>Graders Only)</i>	<i>EZCBM Assessment</i>	<i>EZCBM Assessment</i>
<i>7-8</i>	<i>Live and recorded Zoom lessons, weekly bins with Montessori materials, independent study.</i>	<i>Performance Coach Wordly Wise</i>	<i>Observation Parent-Student feedback Turned in school work EZCBM Assessment Cycle Tests Teacher Created Assessments</i>	<i>Observation Montessori Compass linked to State Standards EZCBM Assessment</i>
<i>9-12</i>				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>				
	<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>Live and recorded Zoom lessons, weekly bins with Montessori materials, independent study.</i>	<i>Montessori Materials / Principles</i>	<i>Observation Parent-Student feedback Turned in school work</i>	<i>Observation Parent-Student feedback Turned in school work</i>
<i>1-3</i>	<i>Live and recorded Zoom lessons, weekly bins with Montessori materials, independent study.</i>	<i>Montessori Materials / Principles</i>	<i>Observation Parent-Student feedback Turned in school work</i>	<i>Observation Parent-Student feedback Turned in school work</i>
<i>4-6</i>	<i>Live and recorded Zoom lessons, weekly bins with Montessori materials, independent study.</i>	<i>Montessori Materials / Principles</i>	<i>Observation Parent-Student feedback Turned in school work</i>	<i>Observation Parent-Student feedback Turned in school work</i>
<i>7-8</i>	<i>Live and recorded Zoom lessons, weekly bins with Montessori materials, independent study.</i>	<i>Montessori Materials / Principles</i>	<i>Observation Parent-Student feedback Turned in school work</i>	<i>Observation Parent-Student feedback Turned in school work</i>
<i>9-12</i>				

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>
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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>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</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. Communication with Families 2. Individual Weekly Meetings 3. Providing the weekly minutes for academic support 4. Continue the Outside Support 5. Continuing to monitor all students and evaluations for possible cases 6. MET / IEP Meetings 7. Monitoring the Timeline	SPED Teacher Reading Specialist Support Staff	Weekly Daily	Montessori Compass Google Calendar
<b>Process for Implementing Action Step</b>			

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*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
Testing/monitoring for low readers and providing an ongoing support	Reading Specialist	Ongoing	Test Results and Logs

**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
<b>Social Emotional Learning</b>	Teacher Check-in	X	X	X	X	
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	X	X	X	X	
	Parent Training	X	X	X	X	
	Other:					

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone					
	Webcast					

Email/IM Other:					
	X (Behavioral Support)				

*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
- Ages and Stages Questionnaire	Lead Teachers	As Needed	Filled out forms

### 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
<ul style="list-style-type: none"> <li>- Montessori Compass</li> <li>- Portfolios</li> <li>- Journals</li> <li>- Cycle Tests</li> <li>- Culminating Projects</li> </ul>	Lead Teachers	Daily Weekly Monthly Quarterly	Montessori Compass Records Portfolios Journals Cycle Test Results Projects

### 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	EZCBM	Online and in-person	Three times a year Fall, Winter, and Spring
1-3	EZCBM	Online and in-person	Three times a year Fall, Winter, and Spring
4-6	EZCBM	Online and in-person	Three times a year

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			<i>Fall, Winter, and Spring</i>
7-8	<i>EZCBM</i>	<i>Online and in-person</i>	<i>Three times a year Fall, Winter, and Spring</i>
9-12			

<b>Benchmark Assessments (ELA)</b>			
	<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>
<i>Kindergarten</i>	<i>EZCBM</i>	<i>Online and in-person</i>	<i>Three times a year Fall, Winter, and Spring</i>
<i>1-3</i>	<i>EZCBM</i>	<i>Online and in-person</i>	<i>Three times a year Fall, Winter, and Spring</i>
<i>4-6</i>	<i>EZCBM</i>	<i>Online and in-person</i>	<i>Three times a year Fall, Winter, and Spring</i>
<i>7-8</i>	<i>EZCBM</i>	<i>Online and in-person</i>	<i>Three times a year Fall, Winter, and Spring</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)**

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## 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.**

As an AMS-affiliated Montessori school, our K-8 public charter classrooms follow the Montessori philosophy and utilize the Montessori Method of pedagogy and instruction. Through this philosophy, students' work is individualized to their intellectual and developmental pace and level.

Montessori teachers are specially trained in expanded observational skills to continually assess for readiness and mastery of lesson content. All lessons and materials have been matched and aligned with State educational standards. With the intention to promote students' independence, intrinsic motivation, problem solving and critical thinking, lessons are self-correcting, necessitate active learning, and create a scaffold that requires mastery of the lessons before it. Students often demonstrate proficiency through teaching their peers and younger students. In order to align with real world expectations, less emphasis is placed upon formal testing and students are, instead, required to present projects, presentations, and papers as summative and culminating work.