

Haven Montessori Charter School Distance Learning Plan

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.

Charter Holder Information

Charter Holder Name	Haven Montessori Children’s House	Charter Holder Entity ID	89951
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Jennifer Ernst	
Representative Telephone Number		928-522-0985	
Representative E-Mail Address		jenernst@havenmontessori.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
Haven Montessori Charter School	89951	038755101

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.

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	71	Start Date for Distance Learning	8/10/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	5	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	66
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 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 checked="" 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:	
We intend to operate distance learning and use a hybrid approach once benchmarks set forth by AZDHS and Coconino County Public Health have been reached. The hybrid approach will have students in the building 2 days per week (either Mon/Tues or Thurs/Fri) and learning remotely the remaining 3 days per week.	

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
Daily Attendance Assignment	Classroom Teachers	Daily	Recorded on digital learning platform
Evidence of Assignments Turned in	Classroom Teachers	Daily	Work will be turned in and kept on digital learning platform

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
Digital Class Forums	Classroom Teacher	Daily	Conversation thread on digital platform, teacher/student messages

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
Provide live and/or pre-recorded lessons on new material	Classroom Teacher	Daily	Videos will be recorded and available on digital learning platform
Evaluate and provide feedback on assignments	Classroom Teacher	Daily	Messages, editing, comments on assignments in digital platform
Post Assignments	Classroom Teacher	Daily	Assignments will be posted on digital platform
Maintain digital classroom community	Classroom Teacher	Daily	Announcements, videos, posts on digital learning platform
Answering virtual questions	Classroom Assistant	Daily/as needed	Online discussions, messages, comments on assignments
Provide special education support services	Special Education Teacher	as indicated in IEP	Assignments, scheduled appointments, comments on work submitted
Provide Reading Support for K-3	Reading Specialist	3-5 days weekly	Pre-arranged reading groups, assignment for students who qualify after benchmark testing.
Benchmark Testing	Reading Specialist and Special Education Teachers	3 times per year	Scores recorded in Testing programs

b. Describe commitments on delivery of employee support services including but not limited to:

- o Human resource policies and support for employees; and
- o Regular communication from the administration.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Covid Leave Policies/support	Executive Director	1 time (and updates as needed)	Email to staff
Email communication about timelines, state guidance and requirements, etc	Executive and Assistant Directors	As needed	Emails to staff
Scheduled virtual meetings to discuss virtual learning challenges/successes at each level	Executive and Assistant Directors	At least monthly	Meeting notes, meeting calendar

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Virtual Training Opportunities	Assistant Director	All staff will be trained at beginning of school year	Training will be logged in staff files

List Specific Professional Development Topics That Will Be Covered

BrightSpace Training for all staff, policies/procedures for virtual and in person operation, additional online resources as needed.

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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
What was Used to Establish Need?			
Questionnaire	X	X	X
Personal Contact and Discussion			
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)			
Other:			
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 via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Montessori Math Curriculum aligned to AZ State Standards</i>	<i>Follow up assignments, worksheets, teacher made problems posted weekly</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit</i>
<i>1-3</i>	<i>Direct Instruction via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Montessori Math Curriculum aligned to AZ State Standards</i>	<i>Follow up assignments, worksheets, teacher made problems posted weekly. quizzes</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit, quizzes</i>
<i>4-6</i>	<i>Direct Instruction via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Montessori Math Curriculum aligned to AZ State Standards</i>	<i>Follow up assignments, worksheets, teacher made problems posted weekly. quizzes</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit, quizzes</i>
<i>7-8</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 via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Montessori Reading Curriculum aligned to AZ State Standards</i>	<i>Follow up assignments, worksheets, teacher led discussions posted weekly</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit</i>

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1-3	<i>Direct Instruction via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Montessori Reading Curriculum aligned to AZ State Standards</i>	<i>Follow up assignments, worksheets, teacher led discussions posted weekly, quizzes</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit, quizzes</i>
4-6	<i>Direct Instruction via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Montessori Reading Curriculum aligned to AZ State Standards</i>	<i>Follow up assignments, worksheets, teacher led discussions posted weekly, quizzes</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit, quizzes</i>
7-8				
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>
<i>Kindergarten</i>	<i>Direct Instruction via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Science Montessori Curriculum Aligned to AZ State Standards</i>	<i>Follow up assignments, worksheets, teacher led discussions posted weekly, quizzes</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit,</i>
<i>1-3</i>	<i>Direct Instruction via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Science Montessori Curriculum Aligned to AZ State Standards</i>	<i>Follow up assignments, worksheets, teacher led discussions posted weekly, quizzes</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit, quizzes</i>
<i>4-6</i>	<i>Direct Instruction via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Science Montessori Curriculum Aligned to AZ State Standards</i>	<i>Follow up assignments, worksheets, teacher led discussions posted weekly, quizzes</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit, quizzes</i>
<i>7-8</i>				
<i>9-12</i>				

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>
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<i>Kindergarten</i>	<i>Direct Instruction via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Montessori Curriculum in other content areas</i>	<i>Follow up assignments, worksheets, teacher led discussions posted weekly,</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit,</i>
<i>1-3</i>	<i>Direct Instruction via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Montessori Curriculum in other content areas</i>	<i>Follow up assignments, worksheets, teacher led discussions posted weekly,</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit, quizzes</i>
<i>4-6</i>	<i>Direct Instruction via BrightSpace, pre-recorded instruction, independent work time</i>	<i>Montessori Curriculum in other content areas</i>	<i>Follow up assignments, worksheets, teacher led discussions posted weekly,</i>	<i>Portfolio pieces of work for each AZ State Standard, conducted at the end of each unit, quizzes</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)

The school has purchased BrightSpace which will be used to deliver an enhanced online experience. Teachers and students can schedule live lessons within Brightspace, watch recorded lessons, upload work, and comment about work within the platform. Subject areas will be separated at each grade level for easy access to content.

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
Individualized instruction	Special Education Teacher/Related Service Providers	As indicated per IEP	Scheduled live instruction times on digital learning platform, work samples from specialized instruction, IEP Progress reports

Process for Implementing Action Step

All students on an IEP will have conference summary meetings to determine access needs for remote instruction within the first week of school. Services and access will be provided via the most appropriate method for each child. This could be a combination of tele-services, in person support, and/or modified assignments in the digital platform.

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
Accommodations on assignments, direct instruction	Reading Specialist	weekly as needed	Assignments on digital learning platform, schedule of direct instruction.

Process for Implementing Action Step

Currently, Haven does not have any ELL students enrolled.

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					
	Online Social Emotional videos	X	X	X	X	
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone					
	Webcast	X	X	X	X	
	Email/IM					
	Other: Counselor provides IEP related counseling	X	X	X	X	

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
IEP counseling	School Counselor	as indicated on IEP	Schedule of therapy tele-sessions, IEP Progress reports
Counseling Check-in	School Counselor	As needed	Email indicating summary of check-in, counseling release signed in file

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
Assignments/work correlated to state standards will be required to be turned in by students. Evaluation of work will be completed by teachers and follow up assignments will be given as necessary.	Classroom Teachers	Assessments, Writing Samples, Portfolio Work Collected at end of units	Assignments and feedback left on assignments on digital platform

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	easyCBM Math	online	Aug 11-21
1-3	easyCBM Math	online	Aug 11-21
4-6	easyCBM Math	online	Aug 11-21
7-8			
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
Kindergarten	DIBELS 8th Edition	online	Aug 11-21
1-3	DIBELS 8th Edition	online	Aug 11-21

4-6	<i>DIBELS 8th Edition</i>	<i>online</i>	<i>Aug 11-21</i>
7-8			
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)

Benchmark testing will be conducted online at the beginning of the year using the guides provided by DIBELS 8th Edition. Families will be provided with correspondence, as indicated by MOWR if their child falls below benchmark. Once benchmark testing is conducted, Tier II and Tier III reading intervention groups will be formed. Instruction will be provided according to specific areas of weakness children demonstrate.

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.

During these unprecedented times, Haven Montessori has worked and will continue to work diligently to provide creative, engaging, and high quality lessons, assessments and support for our students. While the Montessori method doesn't easily lend itself to online learning, one of its primary tenets is to deliver an individualized education to each student, based on their needs. We are meeting every child where they are within the Arizona State standards and our Montessori curriculum. We will continue to use this approach, through at-home, hybrid and hopefully full-time in-person learning throughout the school year. We will be flexible, adaptive, and creative as we seek to help every student find academic and social-emotional success.