

Hermosa Distance Learning Plan 2020-2021

Charter Holder Information

Charter Holder Name	Hermosa Montessori Charter School	Charter Holder Entity ID	86-0873390
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Theresa Garrone		
Representative Telephone Number	520-749-5518 x 7202		
Representative E-Mail Address	theresag@hermosaschool.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
Hermosa Montessori Charter School	86-0873390	10-87-01-001

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?	181
How many instructional days did the charter school operate for School Year 2019-2020?	181

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	212	Start Date for Distance Learning	8/5/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	Unknown. We allow parents to choose on a quarterly basis.	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	We currently have 59 students who have indicated they will be doing distance learning for the foreseeable future.
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.).		

	<input type="checkbox"/> 5. Other (Please explain below)
If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:	
Our students can choose on campus learning or distance learning on a quarterly basis.	

Is the charter requiring students to do distance learning?	No
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
Parents will be required to complete an Google Form attestation on a daily basis.	Parent/guardians	Daily	Google Form
Hermosa attendance staff will review form and call parents who have not completed the form.	Attendance Staff	Daily	Attendance logs

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
Teaching staff will communicate via email as well as WebEx meetings with parents/guardians of distance learning students to ensure they are completing work according to Hermosa and ADE mandates.	Teaching staff	Weekly or more as needed	Report of Contact form that teachers write up whenever they have a conference with parents. Archived WebEx meetings.

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
Classroom staff will be teaching from their classrooms on campus according to their agreed upon work schedules.	HR Director	Daily	Written Improvement Plans stored in personnel files.
Administration staff will be on campus completing their duties and available for staff support as needed.	HR Director	Daily	
Staff members who miss work will be counseled and advised. On-going issues will be addressed on an individual basis with a written Improvement plan.	Principal	As needed	

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
Administration will be on campus to provide support during assigned work hours	HR Director	Daily	Email threads and training documents stored on secure platform.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Administration will provide on-going training opportunities throughout the school year.	Principal	Beginning of school year and on-going as needed.	Training Agendas
Google Classroom Coach available during regular work hours	Google Classroom Coach	Beginning of school year and on-going as needed.	Time and Effort Logs

List Specific Professional Development Topics That Will Be Covered

- Daily health assessment to our Health Office.
- No student with active cough, runny nose, or obvious ill health symptoms will be allowed on campus.
- A parent must make sure that their child/ren have at least one clean face covering and a filled water bottle daily.
- All arrival and dismissal will proceed via personal vehicles. Staggered times will be provided by Hermosa.
- Frequent hand washing will take place at regular intervals throughout the day with both soap and water.
- Several hand sanitizing stations will be placed on campus.
- Physical distancing will be expected.
- Hermosa will utilize all outdoor classrooms to reduce the duration of time in enclosed spaces.
- Hermosa staff will clean outdoor equipment after each cohort use.
- Work and lunch areas will be physically distanced.
- Supplies will not be shared.
- Substitute Teacher Plan/Quarantine procedure
- Student field trips or travel are canceled for the fall semester.
- School events will be modified, rescheduled, or continue virtually.
- No outside visitors or volunteers will be allowed on campus, except if required for the safety and well-being of students.

- Parents will report to the Front Office and will not go beyond unless permission has been granted by administration.
- Face coverings may be required, per local or state mandates as directed.
- Discipline Policy Violation Procedures
- Taking and tracking daily attendance in a digital format
- Preparing the Montessori Classroom
- Review and training for Google Classrooms

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	X	X	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X		
Wi-Fi Hot Spot		X	X
Supplemental Utility Support (Internet)			
Other: YMCA/Boys and Girls Club	X		
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X		
Extended Weekday Hours			
24/7 Support			
Other: Access to recorded presentation that	X		

families can access whenever they want			
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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>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until one-site learning begins teachers are unable to assess students in all content areas
<i>1-3</i>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	We will use Aleks online math program for grades 3-8.	We will use Aleks online math program for grades 3-8.
<i>4-6</i>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	We will use Aleks online math program for grades 3-8.	We will use Aleks online math program for grades 3-8.
<i>7-8</i>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	We will use Aleks online math program for grades 3-8.	We will use Aleks online math program for grades 3-8.
<i>9-12</i>	N/A	N/A	N/A	N/A

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>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas
<i>1-3</i>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas
<i>4-6</i>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas
<i>7-8</i>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas
<i>9-12</i>	N/A	N/A	N/A	N/A

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

	<i>Educational Delivery</i>	<i>Content</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
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	<i>Methodologies</i>	<i>Provider/Program Used</i>	<i>Strategies and Frequency</i>	<i>Strategies and Frequency</i>
<i>Kindergarten</i>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas
<i>1-3</i>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas
<i>4-6</i>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas
<i>7-8</i>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas
<i>9-12</i>	N/A	N/A	N/A	N/A

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>	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas

1-3	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas
4-6	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas
7-8	Combination of videotaped lessons, live lessons with teachers, learning packets and Google Classroom	Google classroom and Montessori lessons	Until on-site learning begins we are unable to assess students in all content areas	Until on-site learning begins we are unable to assess students in all content areas
9-12	N/A	N/A	N/A	N/A

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

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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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Video lessons provided by ESS teacher and accommodations lessons via Google Classrooms according to IEP goals.	Clara Schifman Miriam McGill	M-F during school hours	Archived Google classrooms and lessons recorded and stored on our secured platform.
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Process for Implementing Action Step

Actions will begin the first day of distance-learning and provided as per IEP goals.

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
WebEx meetings with ELL students to deliver assessments and on-going lessons.	Kim Crone	Weekly or as needed	WebEx archives

Process for Implementing Action Step

We are working with our ELL providers and waiting for additional state guidelines. As per many guidelines in numerous meetings “we are doing our best and being creative.”

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	N/A
	Packet of Social and Emotional Topics	x	X	X	X	M/A
	Online Social Emotional videos	x	X	X	X	N/A
	Parent Training	x	X	x	X	N/A

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

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
We have a complete social emotional communication curriculum in place.	Communications Director	Once a week	Archived video lessons
Dr. Margaret Ronstadt will provide counseling services via phone calls to those students and families who are in need of these services.	Dr. Margaret Ronstadt	As needed	Due to privacy and HIPPA regulations, no documentation will be kept on-site.

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
Teachers will check student work and respond as needed. Students will make corrections and be provided with additional assistance as needed	Classroom teachers	Daily and weekly, as needed	Portfolio assessments

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)			
	<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>	Montessori based assessments	Online	T.B.D.
<i>1-3</i>	Montessori based assessments and Aleks online for grade 3	Online	T.B.D.
<i>4-6</i>	Montessori based assessments and Aleks online	Online	T.B.D.
<i>7-8</i>	Montessori based assessments and Aleks online for grade 3	Online	T.B.D.
<i>9-12</i>			

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>
<i>Kindergarten</i>	Montessori based assessments	Online	T.B.D.
<i>1-3</i>	Montessori based assessments	Online	T.B.D.
<i>4-6</i>	Montessori based assessments	Online	T.B.D.
<i>7-8</i>	Montessori based assessments	Online	T.B.D.
<i>9-12</i>			

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

Additional Information (Optional)

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