

Distance Learning Plan Template for School Districts

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. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE. Charter schools are required to use the template provided by the Arizona State Board for Charter Schools (ASBCS) and must submit their DLP as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

School Districts may make revisions to improve their DLP at any time, but must submit those changes to the ADE within 10 business days of any substantive revision. School districts should contact the ADE at EmergencyDL@azed.gov to revise their DLP.

A school district that has been approved to operate an AOI but plans to operate distance learning for students enrolled in a brick and mortar school must submit a DLP prior to beginning operations. School districts are required to submit a DLP to be eligible for the Governor's Enrollment Stability Grant Program.

Instructions

A school district that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ADE. School districts not utilizing the appropriate template will be required to revise and resubmit their plans. Plans not submitted in the template must wait to begin DL instruction until the plan is submitted in the approved template. The template is a Word document that must be completed in its entirety and submitted via email to EmergencyDL@azed.gov, as specified in communications from ADE.

In the sections found on pages 3-5, a school district will populate background information regarding school district and school information, including basic information about each school district'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 school district 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 school district has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

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

The example above is not intended to demonstrate that these are specific action steps a school district 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 school district to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

School District Information

**School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact EmergencyDL@azed.gov with any questions.*

School District Name	Colorado River Union HSD#2	School District Entity ID	4381
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Todd Flora Superintendent Darolene H. Brown		
Representative Telephone Number	928-758-3916 x 1403 928-758-3916 x 1418		
Representative E-Mail Address	tflora@crsk12.org dbrown@crsk12.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
CRUHSD Academy (AOI)	90858	08-05-02-004
Mohave High School	5592	08-05-02-001
River Valley High School	5593	08-05-02-002

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each school district 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 ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE 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.

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 school district operate for School Year 2020-2021?	150
How many instructional days did the school district operate for School Year 2019-2020?	150

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	1920	Start Date for Distance Learning	August 29, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	300	Estimated Number of Students Participating in Distance Learning for a Portion of the year	1920
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. XXX <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)		

<p>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</p>
<p>We will be providing our students with a hybrid approach that will include both synchronous and asynchronous opportunities for learning. Each modality will embrace multiple methodologies using a myriad of educational software and educational learning pods will be made available for students to come to the schools, as the metrics from the health department allow . The systems we have in place will allow us to accurately record attendance during school hours. We will also provide additional support for students that need tutoring and additional face to face time for the challenges that our exceptional students have to overcome as well.</p>

Is the school district requiring students to do distance learning?	Choose an item.
If students are required to do distance learning, is the school district 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, after metrics are provided on the 7th of July

**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)

- *Describe how the school district 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 or documentation of time spent on educational activities.

The school district 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/>

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Each teacher will be using Google Meets to meet with the students in their classes based on periods. They will log in to period one and have a lesson with students and continue on throughout the schedule of 8 periods. IF a student does not login in the morning, the student will be called and emailed during office hours to see why they did not log in. IF the student is contacted during office hours, this will be counted as attendance. Attendance will be counted for all student contacts during school hours.	Principals, District Office staff, and Superintendent.	Monday through Thursday. We are a 4 day school week.	Attendance in Synergy and Communication logs from Teachers

a. Describe the efforts the school district 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
After the schedule of Google Meets classes, teachers will hold office hours. Each student that does not login to the Google Meets Classes in the morning will be contacted by teachers during their office hours by phone, email and text to determine if the student is available and	Principals, District Office staff, and Superintendent.	Monday through Thursday. We are a 4 day school week.	Communication logs from Teachers

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<p>why they did not log in during the morning session.</p>			
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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
<p>Set up Google Classroom for learning. There should be a discernible logic and flow to the lessons. Assignments must have due dates and rubrics.</p> <p>Share Google Classroom with your evaluator and coach as co-teacher.</p> <p>Teacher must give appropriate feedback</p> <p>Teachers must enter at least two grades a week.</p> <p>Grades in Synergy should be updated each Monday by 7:40 a.m.</p> <p>This is required whether teaching online or in person.</p>	<p>Department Chairs, Principals, District Office staff, and Superintendent.</p>	<p>Weekly, Monday through Thursday</p>	<p>Gradebooks, communication logs. attendance logs, sign-in sheets, etc</p>

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<p>Teachers need to put materials for the class in Google resources not in Synergy.</p> <p>Teachers create and post a welcome letter and syllabus (course overview and contact information.)</p> <p>Teachers create and post student procedures for online learning in their class.</p> <p>Remember to encourage students to use Netiquette</p> <p>Teachers record all Google Meet sessions and post these for absent students.</p> <p>Teachers need to make sure that all assignments are phone friendly.</p> <p>All classroom support staff will be working to help teachers with assignments and contacting students.</p> <p>Front office staff will still be working</p> <p>Security and non-classroom support staff will be working to help with other assigned duties.</p>			
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- 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.*

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>The Human Resource Office will be open for in-person visits (masks will be worn for all visitors and staff during these visits. They will also use email and phone calls to reach out to those who need HR support.</p> <p>Communications will be sent to all staff through emails, dialers, phone calls and face to face meetings with social distancing and masks.</p>	<p>Michelle Bemelman--Payroll Shelia Gringrich--HR Superintendent</p>	<p>Monday through Friday 7:30 a.m. thru 4:00 p.m.</p>	<p>Needs of all employees being met, call logs, and emails.</p>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>Professional development has and will be planned and delivered in-person training with social distancing and masks and Zoom and Google Meets training for other PD.</p>	<p>Director of Curriculum, Director of CTE, Director of SPED Services, as well as Instructional Coaches.</p>	<p>The first week and ½ before school begins, as well as on every first Friday. There will also be training offered on an individual basis as needed by teachers.</p>	<p>Agendas, sign-in sheets, PD certificates, etc.</p>

List Specific Professional Development Topics That Will Be Covered

<p>Google Meets, Google Classrooms (Beginning and Advanced), SPED Accommodations and Modifications, McKinney Vento Training, New Teacher Training, Peardeck, Synergy, Google Discussion boards, Desmos, How to be an Engaging Online teacher, KineMaster-how to make Videos. Screencastomatic, CTE trainings, Sped Trainings and etc.,</p>
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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	X	X	X
Needs Assessment-Available data	X	X	X
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot	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: Help desk emails		X	X

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>1-3</i>				

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4-6				
7-8				
9-12	Desmos, Google Classroom, Direct instructions, graphic organizers, project-based learning, online assessment (google forms, goformative, Wizerme, Quizziz, Kahoots), Khan Academy, Assignments, Synergy, collaboration Smart notebook, Pear deck, google sites, near pod, equatio, youtube, edpuzzle, edulastic, scholastic	Google meets, IXL, Khan academy, youtube, Synergy	<ol style="list-style-type: none"> 1. How often do we need to do assessments? 2. Instructional best practices and quizzes test, cell phone apps 3. Project- based learning <p>warmups, bell ringers, check for understanding, observation, exit ticket (daily)</p>	<p>Quizzes -- approximately at least once every two weeks</p> <p>Tests -- mid and end of modules</p>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	Direct Instruction Guided Practice Videos Presentations Discussion Blogs/Journals Graphic Organization Collaborative Assignments	Google Meet Google Slides Actively Learn IXL Google Classroom Google Voice Peardeck Loom	Twice per week Google Docs (Written) Project Based Google Forms (Quiz) Video Presentation	Unit Exams Mid Term/Final Exams

	Independent Study Project Based Learning Private Tutoring	Recorded Videos		
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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>
Kindergarten				
1-3				
4-6				
7-8				
9-12	<ol style="list-style-type: none"> 1. Actively learn 2. Google Classroom 3. Google meets 4. Individual Projects 5. Cell Phones 6. Project Based Learning 7. Science Music Videos 8. Quizzes 9. You tube 10. ClassMarker.com 11. Gizmos 12. Gimkit 13. Quizizz 14. Flipgrid 15. Challenge Boards 16. Problem-Attic 17. Pear Deck 18. Nearpod 19. Google Forms 20. Google Docs 21. Google Sheets 22. Google Calendar 23. Google Drive 24. Khan Academy 25. Pod cast 	<ol style="list-style-type: none"> 1. Google Suites 2. Actively Learn 3. Khan Academy 4. Classmarker 5. Gimkit 6. Quizizz 7. Flipgrid 8. Gizmos 9. Peardeck 10. Nearpod 	<ol style="list-style-type: none"> 1. Classmarker 2. Synergy 3. Actively learn 4. Google Forms 5. Quiz izz 6. Kahoot 7. Gimkit 	<ol style="list-style-type: none"> 1. Project 2. Video 3. Paper 4. Science music and video 5. Google Forms 6. At home labs- pictures/ videos

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>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	<p>Social Studies:</p> <ol style="list-style-type: none"> 1. Direct Instruction through Google Suite, 2.Primary Source through Actively Learn 3.Projects to be used from sources, Google Suite, PBS 	<ol style="list-style-type: none"> 1. Google Meet 2. Google Classroom 3. Actively Learn 4. Created Videos 	<p>1.District created Formatives will be given after calendared units.</p>	<ol style="list-style-type: none"> 1.Prefinal given during first 2 weeks of school (online) (Google forms or Synergy) 2. Post Test at end of semester based on calendar (Google forms or Synergy)
<i>9-12</i>	<p>Fine Arts</p> <ol style="list-style-type: none"> 1. Direct Instruction, collaboration, critical thinking, Google Meets, Synergy, Google classroom & other tools, and Ed Puzzle 2. Modelling concepts and have students do individual echoing over meet. Rhythm patterns and echoing. 	<ol style="list-style-type: none"> 1. Google, 2. Google Meets, 3. Google Classroom, 4. Video Demos 5. Edpuzzle 6. Soundtrap 7. Youtube 8. musictheory.net 9. sightreadingfactory.net 10. theaterfolk.com 	<ol style="list-style-type: none"> 1. Daily participation, weekly playing tests, weekly singing tests. Testing on memorization for speeches 2. Instructional best practices, cell phone apps & quizzes, Google quizzes etc. online content test prep quizzes. 3.Project-based Learning take-home kits, and online 	<p>Pretest on theory content, Post test on theory content.</p> <p>End of Semester Performances for Choir and Band, Virtual Ensembles. Final performances</p> <p>End of the Semester Musicals and Plays. Final performances.</p>

	<p>3. <i>Modeling concepts for band, rhythm and theory.</i></p> <p>4. <i>Modeling for piano, note names and rhythms.</i></p> <p>5. <i>Pre-lesson prep & Individual practice - assignments, prep, graphic organizers, You Tube, video demos using Broadway Direct website. (Free Broadway musicals)</i></p> <p>6. <i>Playing Tests, Singing Tests, Project-based Learning.</i></p> <p>7. <i>Online quizzes with Google forms, Ed Puzzle, Playing Tests and Singing Tests, Music Theory tests.</i></p>		<p><i>resources as available and applicable.</i></p>	
	<p>Foreign Language:</p> <p>Direct instruction, collaboration, critical thinking, Google Meets, Synergy, Google classroom, PowerPoint presentations Pre-lesson prep & individual practice,</p>	<p>Google, Google Meets, Google Classroom, video demos by teachers. TPRS Books, PowerPoint stories, Poetry, Songs Teacher lecture / explanations</p>	<p>Daily and bi-weekly assessments with 2 grades per week. Instructional best practices, cell phone apps (Duolingo/Babble) & quizzes, online content test prep quizzes, Chrome</p>	<p>Mid semester exam and project. End of semester assessment/test. End of unit/chapter exams by content.</p>

	<p>assignments, bell work/warm-ups, video demos. Online quizzes/tests with Google forms. Resources from YouTube</p>	<p>Culture episodes as stand-alone events, or integrated into stories</p>	<p>books/laptops, online resources as available and applicable. Formative assessment will be more or less constant and continuous</p>	<p>Summatives will be given at the end of story chapters.</p>
	<p><i>Physical Education</i></p> <ol style="list-style-type: none"> <i>Direct Instruction, collaboration, critical thinking, Google Meets, Synergy, Google classroom & videos.</i> <i>Pre-lesson prep (warm up) & Individual practice - assignments, workouts, workout prep, math (logs) and expository text reads, video demos.</i> <i>Workouts and Project-based Learning.</i> <i>Online quizzes with Google forms.</i> <i>Phone, email, report to administration</i> 	<ol style="list-style-type: none"> <i>Google, Google Meets, Google Classroom, Video Demos by teachers, Video Demos on YouTube, written workouts</i> <i>PLT4M, YouTube, Noodles</i> 	<ol style="list-style-type: none"> <i>Daily and Bi-weekly assessments with 2 grades minimum per week.</i> <i>Instructional best practices, cell phone apps & quizzes, Google quizzes etc.</i> <i>Online workouts, HIT workouts, and online resources as available and applicable.</i> 	<p><i>Mid Semester exam or workout competency exam.</i></p> <p><i>End of semester Assessment, and workout competency exam.</i></p> <p><i>End of Unit exams by content.</i></p>

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))

	<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>
9-12	<ol style="list-style-type: none"> 1. <i>Direct Instruction, collaboration, critical thinking, AZ Curriculum Consortium, US AirROTC curriculum, via Zoom, Google Meets, Synergy, Schoology Google classroom & other tools, Microsoft Teams, AWS and NCCER texts and teacher resources. ISTA text.</i> 2. <i>Pre-lesson prep & Individual practice - assignments, labs prep, graphic organizers, math (PBL) and expository text reads, video demos.</i> 3. <i>Employability Skills & Curriculum - online platforms, AZ CTE curriculum Consortium & Danny Rubin</i> 4. <i>Lab and Project-based Learning.</i> 	<ol style="list-style-type: none"> 1. <i>Google, Zoom, SMART Tech, Video Demos, Career Safe</i> 2. <i>Online: Career Safe, Certiport, AHA BLS and associates, Jasperactive, Textbook educational resources</i> 3. <i>Credentials and more: Print ED, ServSafe, KP Solutions, Jasper Active, Adobe Creative Cloud, AutoDesk, CDA Essentials, Geometrix, Adehesive.com, online gamemaker studio, blocksmith XR, Codevia.io, REPL.it, Drjava, gamemakers apprentice, NCCER, FEMA Learning, National Wildlands Fire Coordinating Group -Grasslands, APCO,</i> 	<ol style="list-style-type: none"> 1. <i>Daily and Bi-weekly assessments with 2 grades minimum per week.</i> 2. <i>Instructional best practices, cell phone apps & quizzes, Google quizzes etc. online content test prep quizzes.</i> 3. <i>Project-based Learning take-home kits, and online resources as available and applicable.</i> 	<p><i>Minimum Mid Semester exam or project.</i></p> <p><i>End of semester Assessment, and credential assessments.</i></p> <p><i>End of Unit exams by content.</i></p> <p><i>ADE Assessments</i></p> <p><i>Accuplacer, Lincoln Tech placement, ASVAB,</i></p>

		4. DE/CE Support and resources MCC.		
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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)

Meeting the Needs of Students with Disabilities and English Learners.

a. Describe how the school district will ensure access and meet the needs of students with disabilities.

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.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. IEP driven goals and objective lesson plans tailored to student needs and levels utilizing PLP and IXL On-Line Programs focusing on Curriculum in Math, Reading, Language Arts, and Science by daily testing and levels of performance calculated by programs and teacher driven lessons, Note Takers to correlate with all lessons taught to be completed by student as they interact with</p>	<p>1. Case Manager 2. Director 3. SPED teacher. 4. Gen Ed. teacher</p>	<p>1. Daily and Bi-weekly assessments with 2 grades minimum per week. 2. IEP Meetings yearly and as needed for addendums. MET reports as needed or every 3 years. 3. Benchmarks/Progress reports monthly and quarterly. 4. PLP daily reporting 5. IXL daily reporting 6. Daily and Weekly Lesson plans monitoring. Daily cell phone apps & quizzes, Google quizzes etc.</p>	<p>1. Daily charts and weekly grades posted. 2. IEP Report 3. Addendum Report. 4. Progress reports 5. MET reports 6. PLP daily reports 7. IXL daily reports 8. Daily and Weekly Lesson plans monitoring. Daily cell phone apps & quizzes, Google quizzes etc. check sheets</p>

<p><i>teacher on-line individually and in groups, and when back at school for each lesson. Multiple activities and many parallel activities targeting a skill set and reinforcing lessons taught by On-Line programs will be supplemented by teacher-led individual and group lessons via telephone, Zoom, Google Meets, Synergy, Schoology Google classroom & other tools, and teacher resources.</i></p> <p><i>2. All related services such as Occupational Therapy, Speech and Language, and Physical Therapy will also be implemented individually and in small groups on-line with note-takers to accompany all lessons and skills reinforced through practice as teacher directs each session via telephone, Zoom, Google Meets, Synergy, Schoology Google classroom & other tools,</i></p>			
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<p><i>and teacher resources. Note Takers to correlate with all lessons taught to be completed by students as they interact with teachers on-line individually and in groups, and when back at school for each lesson.</i></p> <p><i>3. Pre-lesson prep & Individual practice - assignments, graphic organizers expository text reads, video demos. Will be provided to staff and parents weekly via telephone Zoom, Google Meets, Synergy, Schoology Google classroom & other tools, and teacher resources.</i></p> <p><i>4. Lab and Project-based Learning through IXL and PLP curriculum via Zoom, Google Meets, Synergy, Schoology Google classroom & other tools, and teacher resources. Note Takers to correlate with all lessons taught to be completed by students as they interact with teachers on-line</i></p>			
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<p><i>individually and in groups, and when back at school for each lesson.</i></p> <p>5. <i>A Round Robin meeting and assessment was implemented at Registration/Orientation to determine current Compensatory needs, levels of achievement and emotional needs.</i></p> <p>6. <i>A Parent Questionnaire due to Covid-19 was completed by each parent indicating Compensatory Needs.</i></p> <p>7. <i>Follow-up meetings with parents will be held for Compensatory needs, new IEP meetings and goals set for individuals needing Compensatory services, as well as current levels, and needs for OT,PT, and SLI.</i></p>			
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Process for Implementing Action Step

<ol style="list-style-type: none"> 1. <i>Parent Orientation</i> 2. <i>Round Robin Participation</i>

3. *COVID-19 questionnaire*
4. *Compensatory meetings with each parent through questionnaire and telephone conferences.*
5. *Meetings for modifications/ accommodations to IEP with parents based on COVID-19 Questionnaire.*
6. *Three-year Multi-Disciplinary Reports*
7. *Teacher Evaluations*
8. *Teacher Curriculum Monitoring*
9. *Teacher classroom monitoring*
10. *Student grades monitoring*
11. *Teacher collaboration and staff development*
12. *Department meetings*

b. Describe how the school district will ensure access and meet the needs of English learners.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Targeted instruction	Teacher	Weekly pre/post assessments targeting AZELA domains.	Lesson plans and assessments
Utilize online Resources	Teacher/student	Weekly	Teacher’s room in programs. Lesson Plans
Student Contact	Teacher	Daily	Contact Log
Process for Implementing Action Step			

Teachers will address EL Standards and target curriculum to meet student(s) needs as shown on the most recent AZZELA assessment.
 Teachers will use Pear Deck to target instruction and for formative assessment.
 Teachers will use video tools for demonstration and for assignments.
 Teacher will use Duolingo.
 Teacher will use Khan Academy.
 Teacher will use IXL.
 Teacher will use Actively Learn.

Teachers have contact with students on a daily basis using Google Meet for classroom instruction. In addition, teachers and students will use Google Hangout or Google Meet to conference with the teacher.

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

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

Provide a description of how the school district 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
<p>1. <i>Social Emotional Learning utilizing several evidences based SEL curriculum (7 Habits of Highly Effective Teens, CASEL, Camp Make-Believe) implemented through individual and group sessions daily/weekly groups, via telephone, Zoom, Google Meets, Synergy, Schoology Google classroom & other tools, and teacher resources. Note Takers to correlate with all lessons taught to be completed by students as they interact with teachers on-line individually and in groups, and when back at school for each lesson.</i></p> <p>2. <i>School Psychologists will conduct individual and group counseling to our most vulnerable population weekly or on an as needs basis. Threat Assessments will be done daily with vulnerable individuals utilizing evidence based programs</i></p>	<p>1. <i>Case Manager</i> 2. <i>School Psychologist</i> 3. <i>Director</i> 4. <i>SPED teacher.</i> 5. <i>Gen Ed. teacher</i></p>	<p>1. <i>Daily and Bi-weekly assessments with 2 grades minimum per week.</i> 2. <i>IEP Meetings yearly and as needed for addendums. MET reports as needed or every 3 years.</i> 3. <i>Benchmarks/Progress reports monthly and quarterly.</i> 4. <i>PLP daily reporting</i> 5. <i>IXL daily reporting</i> 6. <i>Daily and Weekly Lesson plans monitoring.</i> <i>Daily cell phone apps & quizzes, Google quizzes etc.</i></p>	<p>1. <i>Daily charts and weekly grades posted.</i> 2. <i>IEP Report</i> 3. <i>Addendum Report.</i> 4. <i>Progress reports</i> 5. <i>Benchmark report</i> 6. <i>Daily parent contact logs.</i> 7. <i>Student contact logs.</i></p>

<p><i>to meet individual and group needs.</i></p> <p><i>3. A student/parent rating form targeting Behavior-Social-Emotional needs was administered to Parent and Student at Registration/ Orientation meeting utilizing the Behavior Assessment System for Children to assess levels of social and emotional needs with appropriate permission to assess these needs signed by each parent.</i></p> <p><i>4. Case managers will monitor grades, progress, and implement an SEL program to meet students' emotional needs daily in Advisory to ensure emotional well-being, and academic instruction are appropriate to IEP levels and goals.</i></p> <p><i>5. Parent Education for Exceptional Needs Students will be on a Monthly basis offering parenting skills.</i></p> <p><i>6. Parent Support will be given through daily</i></p>			
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<i>teacher contact, and a Parent support group held monthly.</i>			
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Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the school district 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
Formative Assessments	Assigned Teacher, Department Heads, Principal	Weekly	Synergy Gradebook Score, Recorded Google Meets, Email Log, Phone Log, Google Classroom, Lesson Plans
Online Labs	Assigned Teacher, Department Heads, Principal	Weekly-Biweekly	Synergy Gradebook Score, Recorded Google Meets, Email Log, Phone Log, Google Classroom, Lesson Plans
Summative Assessment	Assigned Teacher, Department Heads, Principal	Biweekly	Synergy Gradebook Score, Recorded Google Meets, Email Log, Phone Log, Google Classroom. Lesson Plans
Implement standardized formatives on calendar	All members of department	Based on dates from calendar formatives after each unit	Collection of results through Google Forms or Synergy

Benchmark Assessments (1.a.vii)

*In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (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. Career and Technical Education Districts should submit N/A.*

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>			
<i>1-3</i>			
<i>4-6</i>			
<i>7-8</i>			
<i>9-12</i>	<p><i>As Administrators we will be administering periodic benchmark assessment to measure individual and classroom progress toward the Arizona Standards and provide feedback to students and teachers to guide learning. The district-level summative assessment will be delivered to all student subsets, with access restrictions to ensure that only an administrator can view, schedule and change them.</i></p> <p><i>The assessments are from Edupoint and are located in our Synergy Assessment module.</i></p>	<p><i>We will be testing when students return to school. IF the online portion of instruction goes on very long we will be administering the Benchmarks in small groups brought onto campus.</i></p>	<p><i>At this time the tests are scheduled for August, End of October and 2nd week of February. With the state testing happening in April.</i></p>

Benchmark Assessments (ELA)

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	<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>1-3</i>			
<i>4-6</i>			
<i>7-8</i>			
<i>9-12</i>	<p><i>As Administrators we will be administering periodic benchmark assessment to measure individual and classroom progress toward the Arizona Standards and provide feedback to students and teachers to guide learning. The district-level summative assessment will be delivered to all student subsets, with access restrictions to ensure that only an administrator can view, schedule and change them.</i></p> <p><i>The assessments are from Edupoint and are located in our Synergy Assessment module.</i></p>	<p><i>We will be testing when students return to school. IF the online portion of instruction goes on very long we will be administering the Benchmarks in small groups brought onto campus.</i></p>	<p><i>At this time the tests are scheduled for August, End of October and 2nd week of February. With the state testing happening in April.</i></p>

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

We will be using Chromebooks in the Kiosk-mode to keep students from going out of the test without shutting down the test.

Additional Information (Optional)

The school district 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.