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:

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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).	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	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	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	Fountain Hills Unified School District	School District Entity ID	4247
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Kelly Glass		
Representative Telephone Number	480-664-5010		
Representative E-Mail Address	kglass@fhacademics.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
McDowell Mountain Elementary School	5165	070298102
Fountain Hills Middle School	5166	070298104
Fountain Hills High School	5167	070298205

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?	*180*
How many instructional days did the school district operate for School Year 2019-2020?	*180*

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

Estimated Enrollment for FY 2021	1400	**Start Date for Distance Learning**	**August 11, 2020**
Estimated Number of Students Participating in Distance Learning for the Full Year	46	**Estimated Number of Students Participating in Distance Learning for a Portion of the year**	154
Please choose the option that indicates your proposed duration/plan for distance learning:	1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students. ☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☐4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). ☒5. Other (Please explain below)		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

FHUSD will be offering a variety of options for families during the pandemic.
   1. Traditional face to face learning with options for remote learning for students who have health issues, COVID exposure, or are being quarantined.
   2. Virtual Learning will be an option for families for self-paced learning, teacher led learning, and/or credit recovery as in our AOI. Families may choose this option for the full year based on family needs.
 	
Parents may move students in or out of virtual learning or traditional classroom instruction based on their family's needs.

Is the school district requiring students to do distance learning?	Yes
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

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
1. Attendance – daily attendance based on school site: Elementary 2 x's daily; Middle and High School – per class period. 2. Follow the standard policy and procedures for attendance – phone call, auto-dialer, letters at 3, 5, 7, 10 3. Daily class meetings/homeroom for middle and elementary schools; weekly for high school via Zoom, Google Meet) 4. Learning Management System – documentation and reports for time on learning	Teachers, Principals, School Registrars	Daily Attendance Letters at intervals for absences - 3, 5, 7, 10 days Daily Class meetings/homeroom for K-12 Monitoring of learning management system	Attendance reports Letters sent to parents archived in Power School Class Schedules LMS reports on time on learning and attendance

  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
1. Establish and distribute guidelines for families for virtual learning 2. Establish and distribute online/virtual learning expectations for students 3. Document chronic illness to remediate attendance issues for students whose illness prevents consistent attendance 4. Follow student policy on homework due to illness	Superintendent will complete the family and student guidelines with opportunity for input by staff Staff will be assigned to students learning online to ensure continued feedback, encouragement for attendance Principals/Teachers	1. Completed August 7th 3. School Nurse 4. Teachers/Principals	1. Document emailed to parents; posted on the district website and facebook 3. Proper documentation of Chronic Illness will be on file in the schools

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
1. Teachers will use the designated platform for teaching and learning. 2. Teachers will teach from their classrooms on a daily basis for the duration of virtual learning. 3. Teachers will take attendance daily/class period and report all absences to the main office for follow up. 4. Support staff will report daily to their assigned building for duties.	1. Building administration will monitor the use of the designated platform 2. Building administration 3. Building administration, registrar and office support staff. Support staff will assist with phoning parents of students absent. 4. Building administration, Department Directors	The building administration will monitor all aspects of the expectations for teaching and learning as well as attendance.	The school registrar will complete a weekly attendance document with evidence of follow up phone conversations and information.

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
1. Questionnaire regarding staff willingness to work and options for ADA, FMLA, and other leave options for staff not ready to return to work. 2. Staff Return to Work document 3. Virtual Staff Meetings to answer questions and obtain feedback 4. Emails, Facebook posts, and phone messenger to relay current information on school opening and student attendance	1. HR Department 2. Superintendent based on feedback from Task Force 3. Superintendent/District Leadership to include principals 4. Superintendent's Secretary/Building level secretaries will publish information from Superintendent and Administrators	1. Completed as of July 24, 2020 with ADA interactive process completed as of July 29th. 2. Completed as of July 7, 2020 with an update as of July 28, 2020 3. Every month or as needed for changes and questions. 4. As needed for changes and updates regarding the plan for student return to school or staff needs and issues.	1. Survey completed by staff is compiled and with the HR department. ADA documentation of process and letters to staff requesting ADA accommodations on file. 2. Posted on district website. 3. Meeting notices and documentation of minutes for the meetings. 4. Emails, posts, and email documentation of the phone messenger on file.

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

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

Staff will receive professional development for the 2020-2021 school year through virtual means such as webinars, Zoom, Google Sites: Use of data to determine highest professional development needs for staff to implement effective teaching and learning through the virtual format.	Superintendent and Building Administrators providing and monitoring all district PD. HR will be monitoring the Safe Schools completion. Director of Instructional Support will monitor completion of professional development and record the hours based on the sign in for the PD.	Professional Development will take place on August 4, 5, 6, 7 for all staff for Trauma Informed Instructional Strategies, COVID-19, Safe Schools and for certified staff for the above items plus Schools PLP, Best practices in virtual learning, and SEL strategies. The professional development will be recorded and saved to a Google Site for continual use.	1. Sign in sheets 2. Completion of Safe Schools reports will be maintained by the HR department 3. Professional development offerings will be maintained on a google site for future use and documentation. 4. Principals will maintain sign in sheets for the completion of google site pd. 5. Monthly attendance records of job-embedded professional learning for virtual instruction best practices.

List Specific Professional Development Topics That Will Be Covered

Staff will receive professional development on the following topics for the 2020-2021 school year through virtual means such as webinars, Zoom, Google Sites:
1. Trauma Informed Instructional Strategies
2. Schools PLP – learning platform
3. COVID-19 Prevention and Information
4. Best Practices of Virtual Learning
5. SEL – Strategies for teaching all children
6. Safe Schools Videos and information

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	x		
Personal Contact and Discussion			x
Needs Assessment-Available data	x	x	
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	x	x	
WIFI Hot Spot	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)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*Direct Instruction via Zoom, Google Meet; Personalized learning software and program*	*Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software*	*Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted.*	*Kindergarten Summative assessments are completed quarterly to assess learning of mathematics skills.*
1-3	*Direct Instruction via Zoom, Google Meet; Personalized learning software and program*	*Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software*	*Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted.*	*Students in grades 1-3 take the Galileo assessments for benchmarking quarterly. 3rd graders take AZM2.*
4-6	*Direct Instruction via Zoom, Google Meet; Personalized learning software and program*	*Alignment of Beyond Textbooks curriculum framework and Schools PLP*	*Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and*	*Staff utilize a variety of summative assessments based on standards instruction. Most are teacher*

		personalized learning software	Schools PLP assessments as needed or warranted.	made assessments and also includes AZM2.
7-8	Direct Instruction via Zoom, Google Meet; Personalized learning software and program	Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software	Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted.	Staff utilize a variety of summative assessments based on standards instruction. Most are teacher made assessments and also includes AZM2.
9-12	Direct Instruction via Zoom, Google Meet; Personalized learning software and program	Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software	Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted.	Staff utilize a variety of summative assessments based on standards instruction to include AP Tests, teacher created assessments, AZM2, ACT/SAT.

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	Direct Instruction via Zoom, Google Meet; Personalized learning software and program	Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software	Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted. Students will be given the dibels assessment once we return to face to face instruction.	Kindergarten Summative assessments are completed quarterly to assess learning of reading skills and includes dibels EOY assessment.
1-3	Direct Instruction via Zoom, Google Meet; Personalized learning software and program	Alignment of Beyond Textbooks curriculum framework and Schools PLP	Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and	Students in grades 1-3 take the Galileo assessments for benchmarking quarterly and includes dibels EOY

		personalized learning software	Schools PLP assessments as needed or warranted. Students will be given the dibels assessment once we return to face to face instruction.	assessment. 3rd graders take AZM2.
4-6	*Direct Instruction via Zoom, Google Meet; Personalized learning software and program*	*Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software; IXL software*	*Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted.*	*Staff utilize a variety of summative assessments based on standards instruction. Most are teacher made assessments and also includes AZM2.*
7-8	*Direct Instruction via Zoom, Google Meet; Personalized learning software and program*	*Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software: IXL software*	*Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted.*	*Staff utilize a variety of summative assessments based on standards instruction. Most are teacher made assessments and also includes AZM2.*
9-12	*Direct Instruction via Zoom, Google Meet; Personalized learning software and program*	*Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software*	*Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted.*	*Staff utilize a variety of summative assessments based on standards instruction to include AP Tests, teacher created assessments, AZM2, ACT/SAT.*

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	*Direct Instruction via Zoom, Google Meet; Personalized learning software and program*	*Alignment of Beyond Textbooks curriculum framework and Schools PLP*	*Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and*	*Kindergarten Summative assessments are completed quarterly to assess learning of science skills and are*

		personalized learning software	Schools PLP assessments as needed or warranted.	primarily teacher created and are project based.
1-3	Direct Instruction via Zoom, Google Meet; Personalized learning software and program	Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software	Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted.	Students in grades 1-3 take the Galileo assessments for benchmarking quarterly and are primarily teacher created and project based. 3rd graders take AZM2.
4-6	Direct Instruction via Zoom, Google Meet; Personalized learning software and program	Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software	Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted.	Staff utilize a variety of summative assessments based on standards instruction. Most are teacher made assessments and also includes AZM2.
7-8	Direct Instruction via Zoom, Google Meet; Personalized learning software and program	Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software	Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted.	Staff utilize a variety of summative assessments based on standards instruction. Most are teacher made assessments and also includes AZM2.
9-12	Direct Instruction via Zoom, Google Meet; Personalized learning software and program	Alignment of Beyond Textbooks curriculum framework and Schools PLP personalized learning software	Use of common formative assessments in Beyond Textbooks (end of each cycle of standards instruction) and Schools PLP assessments as needed or warranted.	Staff utilize a variety of summative assessments based on standards instruction to include AP Tests, teacher created assessments, AZM2, ACT/SAT.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Electives and Specials)			
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency

Kindergarten	Project based learning for electives and online instruction	Use of Beyond Textbook curriculum for specials and electives	CFA's administered based on Beyond Textbooks pacing calendar	Completed based on quarter learning, standards, and units
1-3	Project based learning for electives and online instruction	Use of Beyond Textbook curriculum for specials and electives	CFA's administered based on	Complete based on quarter learning, standards, and units and summative semester assessments.
4-6	Online instruction of curriculum standards for STEM, Journalism, Music/Art	Use of Beyond Textbook curriculum for specials and electives	CFA's administered based on	Complete based on quarter learning, standards, and units and summative semester assessments.
7-8	Online instruction of curriculum standards	Use of Beyond Textbook curriculum for specials and electives	CFA's administered based on	Complete based on quarter learning, standards, and units and summative semester assessments.
9-12	Online instruction of curriculum standards	Use of Beyond Textbook curriculum and industry standards for specials and electives	CFA's administered based on	Complete based on quarter learning, standards, and units and summative semester assessments.

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
9-12	Direct Instruction via Zoom, Google Meet; Personalized learning software and program	CTE staff utilize industry standards and JTED/CTED created curriculum models for delivery of standards.	Performance based assessments.	Performance based assessments and in some instances industry certification.

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
1. Review of process compliance from Spring 2020 for Students with Special Needs and EL needs. 2. Professional Development for special education staff regarding COVID-19 processes for student education and compliance. 3. Coordinate special education services for students and provide specialized instruction to assist student in making progress towards their goals. 4. Establishment of SPED Department manual and ELL model documentation 5. Onsite learning opportunities based on IEP determination and documented through the IEP process. 6. Administer the AZELLA	ESS Coordinator Director of Instructional Services Special Education teams for each student	Start of work: July 20, 2020 and will continue through June 30, 2020.	Completion of SPED manual and ELL Model documentation Analysis of Azella data to provide services to ELL students – Completed – with data shared with staff. Professional Development on August 6th and documents provided on Google Site Service minutes/logs completed for SPED services. Appointments for AZELLA/Completed assessments

Process for Implementing Action Step

A review of services and documentation of IEP/MET/RED/Child Find information found several items missing or lacking for our students. This year teachers will be providing scheduled services for students with special needs to include small group instruction, individual 1:1 instruction, support through the personalized learning software. Teachers will document services and paperwork completion through IEP Pro and send PWN to ensure proper documentation.

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

| 1. Review of Azella Data for proper placement in the program. 2. Professional development for all staff on the new ELL models and methods of instruction. 3. Implement instructional model for ELL students through virtual instruction methods. 4. Teachers will use SEI strategies to include all students in learning. | ESS Coordinator Director of Instructional Services | Start of work: July 20, 2020 and will continue through June 30, 2020. | Completion of ELL Model documentation to be placed on the district website. Analysis of Azella data to provide services to ELL students – Completed – with data shared with staff. Professional Development on August 6th and documents provided on Google Site |

Process for Implementing Action Step

A review of services and documentation of ILLP's and students services information found several items missing or lacking for our students. This year teachers will be providing scheduled intensive and targeted services for students to include small group instruction, individual 1:1 instruction, support through the personalized learning software. Teachers will document services and paperwork completion. Teachers will be provided with professional development to learn to use the AZELLA assessment to provide instructional support for their students as well as SEI strategies for teaching EL learners.

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	x
	Packet of Social and Emotional Topics					
	Online Social Emotional videos	x	x	x	x	x
	Parent Training	x	x	x	x	x
	Other: Schools PLP developed curriculum on SEL	x	x	x	x	x

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					
	Phone	x	x	x	x	x
	Webcast	x	x	x	x	x
	Email/IM	x	x	x	x	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
1. SEL guide developed by district counselors and administrators for teachers to utilize 2. Schools PLP SEL curriculum embedded in curriculum lessons 3. Students will be referred to counselor for services should a teacher indicate the need through the referral process 4. Counselor can provide phone, web-based services, or email information for parents and students as needed or requested. 5. PD on Trauma Informed Instructional Strategies for all staff	1. Counselors, Administrators, and Teachers develop SEL guide 2. Teachers use Schools PLP for SEL 3. Teachers, parents, and administrators can refer students for services 4. Counselor 5. Director of Instructional Support	1. Completed work by July 31, 2020 2. Continual use of Schools PLP by teaching staff 3. Reminders of referral services taking place to teachers and parents 4. As needed or warranted 5. Initial beginning of the year PD	1. Completed guide 2. User log by Schools PLP 3. Referrals for students 4. Counseling log (minus student name and information) 5. Observation of teacher us of strategies 6. Sign in for all PD

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
AZM2 Proficiency CFA's IXL (Middle School) Benchmark Assessment Galileo K-3 Assessment bank from Schools PLP	Teachers Administrators	AZM2 – yearly CFA's following each standard Quarterly Assessments given Sept,, Dec., Feb., and May IXL – quarterly Galileo – quarterly Schools PLP – as needed based on curriculum calendar	Assessment documentation Grades Data Documentation

Benchmark Assessments (1.a.vii)

In the tables below, <u>list</u> 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)			
	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	*Galileo/Math Unit Assessments*	*Online, in person when permissible.*	*Sept, Dec., Feb., May*
1-3	*Galileo/Star Math Assessments*	*Online, in person when permissible.*	*Sept, Dec., Feb., May*
4-6	*IXL/Beyond Textbooks*	*Online, in person when permissible.*	*Sept, Dec., Feb., May*
7-8	*IXL/Beyond Textbooks*	*Online, in person when permissible.*	*Sept, Dec., Feb., May*
9-12	*Beyond Textbooks/Power School Assessments*	*Online, in person when permissible.*	*Sept, Dec., Feb., May*

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	*Galileo/ELA Unit Assessments*	*Online, in person when permissible.*	*Sept, Dec., Feb., May*
1-3	*Galileo/Star Reading Assessments*	*Online, in person when permissible.*	*Sept, Dec., Feb., May*
4-6	*IXL/Beyond Textbooks*	*Online, in person when permissible.*	*Sept, Dec., Feb., May*
7-8	*IXL/Beyond Textbooks*	*Online, in person when permissible.*	*Sept, Dec., Feb., May*
9-12	*Beyond Textbooks/Power School Assessments*	*Online, in person when permissible.*	*Sept, Dec., Feb., May*

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).

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.