

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		School District Entity ID	
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Lemual Adson		
Representative Telephone Number	928.697.2002/2003		
Representative E-Mail Address	lemual.adson@kayenta.k12.az.us		

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
Monument Valley High School	5644	09-02-27-201
Kayenta Middle School	5641	09-02-27-102
Kayenta Elementary School	5642	09-02-27-103

Distance Learning Background Information

- a. Number of Instructional Days (3.b)

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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	1728	Start Date for Distance Learning	08/10/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	Fall 1728 Spring 2021 – to be determined	Estimated Number of Students Participating in Distance Learning for a Portion of the year	1728
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input checked="" type="checkbox"/> 2. We intend to operate distance learning until <u>12/18/2020</u> for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input checked="" type="checkbox"/> 5. Other (Please explain below)		

<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>Students in great need of trauma-sensitive learning and social emotional support will be provided opportunity to access services on-site (schools) with counselors and school social workers. Students identified through surveys and the SIS categorized as ESS, EL, poverty-based, under-privileged, lack of family support, homeless, overcrowded home, will be given priority for opportunity to access site-based assistance. Surveys will be developed to identify and to allow students and families to self-report the need for additional support for learning.</p>
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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? <i>Adson Note: some students with great need and lack of support will be transported to schools</i>	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)

- 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
<ol style="list-style-type: none"> 1. Call students, email students, text students, and record in attendance roster. 2. Canvas LMS will automatically record student participation. 3. For those students without internet access, they will self-check in between 8:00 a.m. and 8:30 a.m. with contact to the front office. 	<ol style="list-style-type: none"> 1. Teacher and other support staff 2. Teacher 3. Family, students and school front office staff 	<ol style="list-style-type: none"> 1. MVHS: per class; KMS: daily and per class; KES: daily; ABC: daily 2. MVHS: per class; KMS: daily and per class; KES: daily; ABC: daily 3. MVHS: per class; KMS: daily and per class; KES: daily; ABC: daily 	<ol style="list-style-type: none"> 1. Roster books and SIS updated daily 2. Daily update in Synergy 3. Roster books and SIS updated daily

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
<ol style="list-style-type: none"> 1. Develop a communication log with date; person making contact; type of contact (phone, email, text); date and time; and resolution, if applicable 	<ol style="list-style-type: none"> 1. Teachers and other support staff 	<ol style="list-style-type: none"> 1. MVHS: per class; KMS: daily and per class; KES: daily; ABC: daily 	<ol style="list-style-type: none"> 1. Communication log and roster books

Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. All teaching staff will report to school work site daily to teach and prepare lessons for all students 2. Develop and submit lesson plans. 3. Populate Canvas LMS with standards-based curriculum. 4. Deliver direct instruction daily. 5. Develop enrichment, reteach and other intervention lessons. 6. Provide feedback to students and families regarding academic progress. 	<ol style="list-style-type: none"> 1. Principals 2. Principals 3. Principals 4. Teachers and principals 5. Teachers and principals 6. Teachers and principals 	<ol style="list-style-type: none"> 1. Daily (school days) 2. Weekly 3. Weekly 4. Daily and weekly 5. Daily and weekly 6. Daily and weekly 	<ol style="list-style-type: none"> 1. Staff attendance sign-in sheets, 2. Lesson plans 3. Canvas (LMS) populated 4. Recorded teaching sessions in Canvas LMS 5. Recorded teaching sessions in Canvas LMS, classroom level data tracking student progress 6. Student folder of student progress and student/family contacts (portfolio)

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
<ol style="list-style-type: none"> 1. Implement the Jorgenson Brooks employee assistance program – create an awareness of the support available. 2. Adopt District Sick Leave and Families First Coronavirus Response Act (FFCRA) 3. Provide information of the FMLA 	<ol style="list-style-type: none"> 1. Executive Director of Human Resources and employee 2. Executive Director of Human Resources and employee 3. Executive Director of Human Resources and employee 4. Executive Director of Human Resources 5. Principals 	<ol style="list-style-type: none"> 1. August 2020 2. August 2020 3. August 2020 4. August 2020 5. August 2020-May 2021 6. August and daily 	<ol style="list-style-type: none"> 1. Updated and amended employee assistant program 2. Flyers provided to employees 3. Flyers provided to employees, email log to all employees 4. Policy 5. Bulletin and email communication 6. Daily log and notes to staff

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<p>4. Continue to provide Medical Leave Assistance Program.</p> <p>5. Provide weekly messages from the principal with what is coming up, events, informative news, updates on projects, via email or bulletin</p> <p>6. Daily walkthroughs to check-in with staff. Principals will be present and visible.</p>	<p>6. Principals</p>		
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c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>1. Professional development will be provided via Zoom</p> <p>2. Webinars</p> <p>3. Virtual conferences</p> <p>4. Online training</p>	<p>1. Principals, Education Services Coordinator and Strategic Intervention Specialist</p> <p>2. Principals, Education Services Coordinator and Strategic Intervention Specialist</p> <p>3. Principals, Education Services Coordinator and Strategic Intervention Specialist</p> <p>4. Principals, Education Services Coordinator and Strategic Intervention Specialist</p>	<p>1. August 3 to 7, 2020</p> <p>2. August to December 2020</p> <p>3. August to December 2020</p> <p>4. August to December 2020</p>	<p>1. Professional development participation roster verified and agenda</p> <p>2. Professional development participation roster verified and agenda</p> <p>3. Professional development participation roster verified and agenda</p> <p>4. Professional development participation roster verified and agenda</p>

List Specific Professional Development Topics That Will Be Covered

<p>1. Canvas LMS</p> <p>2. Curriculum development</p> <p>3. Social Emotional Learning 101</p> <p>4. Understanding Trauma: Reaching and Teaching Children Who Have Trauma</p> <p>5. Building Resiliency with Ricky Robertson</p> <p>6. Online grading and assessment</p> <p>7. Online accountability</p> <p>8. Use of technology to support distance learning</p>
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- 9. ELEVATE: Arizona’s Executive Leadership Network
- 10. Online Creative Curriculum for Early Childhood
- 11. Google Suite and Google Classroom

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		
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	
Supplemental Utility Support (Internet)	X		
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours			
24/7 Support	X (LMS)	X (LMS)	X (LMS)
Other:			

Instructional Methods and Monitoring Learning (1.a.iii)

- a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Prek-Kindergarten</i>	<i>Direct instruction via Zoom and / or Canvas Google Classroom Pre-recorded videos</i>	<i>Creative Curriculum (Pre-K) and Eureka Math (K)</i>	<i>Creative Curriculum (Pre-K) and Eureka Math (K) exit tickets</i>	<i>Teacher observation, student demonstration, Topic quizzes, Eureka Item Math Bank,</i>
<i>1-4</i>	<i>Direct instruction via Zoom and / or Canvas Google Classroom Pre-recorded videos</i>	<i>Eureka Math</i>	<i>Weekly standards-based teacher made assessment NWEA MAP Mathematics</i>	<i>Three week standards-based teacher-made summative assessment NWEA MAP Mathematics</i>
<i>5-8</i>	<i>Direct instruction via Zoom and / or Canvas Google Classroom Pre-recorded videos</i>	<i>Eureka Math Kahn Academy Aleks Saxon Math (supplementary) (5 & 6)</i>	<i>Exit tickets Weekly standards-based teacher-made assessment, Weekly grade level assessment, End-of-course assessment, NWEA MAP Mathematics</i>	<i>AzM2 NWEA MAP Mathematics</i>
<i>9-12</i>	<i>Direct instruction via Zoom and / or Canvas Google Classroom Pre-recorded videos</i>	<i>Eureka Math Kahn Academy Aleks Pearson Math</i>	<i>Observations, Questions and answers, Written responses, Exit tickets, Teacher-made quizzes / tests, Project-based assessment, NWEA MAP Mathematics, Thumbs up via Zoom</i>	<i>End of unit test, Culminating project, Capstone project, AzM2, NWEA MAP Mathematics</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>PreK-Kindergarten</i>	<i>Direct instruction via Zoom and / or Canvas, Google Classroom, Pre-recorded videos</i>	<i>Fundations, iRead, Wit & Wisdom, Creative Curriculum, Step Up to Writing, Dual language programs (K)</i>	<i>Creative Curriculum: weekly teacher observations, Fundations: weekly assessments iRead: TBD on pace of the student online Wit & Wisdom: Exit tickets, Step Up to Writing: student writing artifacts</i>	
<i>1-4</i>	<i>Direct instruction via Zoom and / or Canvas, Google Classroom, Pre-recorded videos</i>	<i>Fundations, iRead, Wit & Wisdom, Step Up to Writing, Fast ForWord (3-4), Dual language programs (1-2)</i>	<i>Weekly standards-based teacher made assessment DIBELS</i>	<i>Three week standards-based teacher-made summative assessment</i>
<i>5-8</i>	<i>Direct instruction via Zoom and / or Canvas, Google Classroom, Pre-recorded videos</i>	<i>Wit & Wisdom, Step Up to Writing, System 44, READ 180, Accelerated Reader</i>	<i>Weekly standards-based assessment Weekly content area and grade level assessment, NWEA MAP Reading three times per year, READ 180 and System 44 reading inventories, "Thumbs up" via Zoom, Teacher conferencing</i>	<i>EOC assessments and AzM2 state testing</i>
<i>9-12</i>	<i>Direct instruction via Zoom and / or Canvas Google Classroom, Pre-recorded videos</i>	<i>Prentice Hall Literature, Step Up to Writing, System 44, Read 180, Fast ForWord,</i>	<i>Essay writing, Observations, Questions and answers, Written responses, Journal entry,</i>	<i>End of unit test Written responses Culminating project Capstone project AzM2</i>

			<p><i>Exit tickets, Teacher made quiz / test, Project-based, NWEA MAP Reading, Thumbs up via Zoom, Teacher conferencing, Demonstration</i></p>	<p><i>NWEA</i></p>
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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>
<i>PreK-Kindergarten</i>	<i>Direct instruction via Zoom and / or Canvas, Google Classroom, Pre-recorded videos</i>	<i>Creative Curriculum (Pre-K) My Science Analysis, Studies Weekly (K); Standards-based developed standards-based curriculum</i>	<i>Creative Curriculum Spectrum</i>	<i>Creative Curriculum Spectrum</i>
<i>1-4</i>	<i>Direct instruction via Zoom and / or Canvas, Google Classroom, Pre-recorded videos</i>	<i>Science Daily My Science Analysis, Studies Weekly; Standards-based developed standards-based curriculum</i>	<i>Weekly standards-based teacher-made formative assessment</i>	<i>Three week standards-based teacher-made summative assessment Culminating Science Projects AIMS Science Test (grade 4)</i>
<i>5-8</i>	<i>Direct instruction via Zoom and / or Canvas, Google Classroom, Pre-recorded videos</i>	<i>Holt Science and Technology Physical Science Textbook (hard cover) Holt Science and Technology Life Science Textbook (hard cover) Holt Science and Technology Earth Science Textbook (hard cover)</i>	<i>Weekly standards-based assessments, weekly grade level assessments, NWEA MAP Science three times per year</i>	<i>EOC assessments, AzM2 state testing, AIMS Science (grade 8)</i>

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9-12	<p><i>Direct instruction via Zoom and / or Canvas</i> <i>Google Classroom</i> <i>Pre-recorded videos Google Classroom</i> <i>Pre-recorded videos</i></p>	<p><i>Arizona Science Standards, Campbell AP Biology AP Standards, Pearson Biology, Prentice Hall Chemistry, Connections for our Changing World: Modeling Curriculum, Physical Science: Concepts in Action with Earth and Space Science</i></p>	<p><i>Essay writing, Observations, Questions and answers, Written responses, Journal entry, Exit tickets, Teacher made quiz / test, Project-based, NWEA MAP Science, Thumbs up via Zoom, Teacher conferencing, Demonstration, Virtual Labs</i></p>	<p><i>Comprehensive final exam</i> <i>AP Biology exam</i> <i>HS AIMS Science</i></p>
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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>PreK-Kindergarten</i>				
1-4	<p><i>Direct instruction via Zoom and / or Canvas</i> <i>Google Classroom</i> <i>Pre-recorded videos</i></p>	<p><i>Social Studies, Art, Technology, Physical Education, Navajo language, Diné Standards (Language, culture, government, history, character development)</i></p>	<p><i>Weekly standards-based teacher made formative assessment</i></p>	<p><i>Teacher made summative assessment</i></p>
5-8	<p><i>Direct instruction via Zoom and / or Canvas</i> <i>Google Classroom</i></p>	<p><i>Social Studies</i> <i>Art</i> <i>STEM</i></p>		<p><i>Navajo Nation Oral Language Proficiency Test</i> <i>Civics exam</i></p>

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	<i>Pre-recorded videos</i>	<i>Navajo Language, CTE 8, Technology, Library skills, Diné Standards (Language, culture, government, history, character development)</i>		
9-12	<i>Direct instruction via Zoom and / or Canvas Google Classroom Pre-recorded videos</i>	<i>Social Studies, Art, 2D Studio Art, 3D Studio Art, Navajo Language, Physical Education and Health, Weightlifting, Technology, Library skills, Band, PLATO Credit Recovery, TALON Concurrent Enrollment, Diné Standards (Language, culture, government, history, character development), Air Force JROTC</i>	<i>Project completions, Exit tickets, Teacher made quizzes, Student presentations with rubric, End of chapter test, Performance (band)</i>	<i>Project completions Student presentations with rubric Mid-term exams and Final exams Navajo Nation Oral Language Proficiency Test Civics exam Performance (Band)</i>

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>
<i>Grade 8 and 9-12</i>	<i>Direct instruction via Zoom and / or Canvas Google Classroom Pre-recorded videos</i>	<ul style="list-style-type: none"> • <i>ICEV Instructional Curriculum</i> • <i>Career Safe OSHA Certification Program</i> • <i>NCCER Online Curriculum</i> • <i>Northland Pioneer College</i> 	<i>Quizzes online with each lesson, vocabulary quizzes and content quizzes,</i>	<i>Certification exams upon completion of every unit</i>

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

Meeting the Needs of Students with Disabilities and English Learners.

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. Assessing the availability of students' internet/technology access for distance learning	1. ESS teachers and related service staff 2. ESS staff/ESS Director	1. By August 7, 2020 2. By August 7, 2020 3. By August 24, 2020 4. Throughout the school year	1. Parent Contact Log 2. Training agenda, attendance and survey

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<p>instruction through conversation with parents.</p> <ol style="list-style-type: none"> 2. ESS department will collaborate and train on the implementation of distance learning for students with disabilities. 3. Establish direct contact and collaborate regarding students' supports and services with general education teachers. 4. Convene virtually to conduct RED, MET, IEP meetings to adhere to meet important timelines (federal mandates?). 5. Provide distance learning supports and services to students based on IEPs. 6. Team will collect data/information regarding students who require compensatory education due to COVID-19 and provide supports as needed. Parents will be contacted. 	<ol style="list-style-type: none"> 3. ESS teachers and related service staff 4. ESS teachers, school psychologists and related service staff 5. ESS teachers, related service staff and technical assistants 6. ESS teachers and ESS Director 	<ol style="list-style-type: none"> 5. Throughout the school year 1. August 31, 2020 	<ol style="list-style-type: none"> 3. Contact logs and signature of general education teachers on IEP information sheet. 4. Compliance checks with reports. 5. Contact logs, data sheets and student portfolios. 6. Log and letters to parents
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Process for Implementing Action Step

Process for Implementing Action Steps
 Special Education case managers, in collaboration with related service staff, will consult with, and gather information from parents regarding access to internet and any concerns/updates from parents. ESS teachers and staff will prioritize meeting the needs of student's through the district learning plans by consulting and communicating with involved individuals regarding the continuity of learning services based on IEPs. This will include opportunities to develop skills based on IEPs and appropriate expectations to meet and master goal(s). Training will be provided to ESS staff to support student learning, individualized support strategies, and documentation of services. ESS teachers and related service personnel will continue with RED, MET, IEP meetings to ensure federal and state compliance.

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

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Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> Document the use of ELP standards and strategies through classroom walkthroughs. Training of teachers to implement EL strategies into lesson plans. Training of principals for EL monitoring. Monitoring of the lesson for EL strategies. Confirm all EL required forms are properly filed in the EL folder. Create an EL monitoring notebook for review by OELAS. Organize and conduct EL parent training nights. 	<ol style="list-style-type: none"> Principals EL Coordinator and principals EL Coordinator Principals and EL Coordinator Principal, Guidance Counselor, Registrar and School Administrative Assistant, EL Coordinator EL Coordinator and teachers 	<ol style="list-style-type: none"> Weekly August and September 2020 August and September 2020 Weekly August 2020 to May 2021 August and September 2020 Monthly August 2020 to May 2021 	<ol style="list-style-type: none"> Lesson plans with EL strategies listed Sign-in sheet, agenda and evaluation of the professional development provided Sign-in sheet, agenda and evaluation of the professional development provided Submission of hard copies or electronic copies EL Cumulative Folder is up to date and always ready for compliance Monitoring notebook is developed Sign-in sheets, agendas, and evaluation of EL parent training night

Process for Implementing Action Step

Process for Implementing Action Steps

All educators share the responsibility of ensuring the success of English learners. Teachers will understand the language development approach - incorporate modeling - language, literacy incorporate strategies that are explicit, visual representation and instructional strategies that are critical to an EL. The PHLOTE identifies a student for having a second language. Students will be assessed by an AZELLA test administrator. Based on the test results they will receive instruction tailored to their needs. If students are not proficient, they will be placed into the EL program and the teacher(s) will be informed. Then services will begin.

The SEI Behavior Observation Protocol will be used to monitor the many components of EL instruction.

The data from the observation protocol identify areas of strength and areas in need of improvement. Opportunity to attend the OELAS conference will allow staff to develop and enhance their skills and strategies.

This process is ongoing.

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.

		PreK-Kinder	1-4	5-8	9-12
Social Emotional Learning	Teacher Check-in	X	X	Limited (5)	X
	Packet of Social and Emotional Topics	X	X		X
	Online Social Emotional videos	X	X	X (5)	X
	Parent Training	X	X		X

Distance Learning Plan Template 2020-2021

Other: Counselors and PE/Health teachers / social worker / psychologist, check-in	X	X	X (5)		X
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		PreK-Kinder	1-4	5-8	9-12
Counseling Services	In-Person	X	X	X	X
	Phone	X	X	X	X
	Webcast - zoom	X	X	X	X
	Email/IM		X	X	X
	Other: Counselors / social worker / psychologist, check-in	X	X	X	X

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
<ol style="list-style-type: none"> Facilitate cultural sensitivity activities, etc. Provide online support group to incorporate mindfulness strategies. Identify a referral process for group and individual counseling. Provide social-emotional consultations and training for parents to address difficult behavior at home. Provide Tier2 social-emotional support through group and individual counseling. Use trauma-informed practice strategies as a Tier1 social-emotional support such as mindfulness and chair yoga. Provide self-care training and support group for teachers and staff. 	<ol style="list-style-type: none"> Native Language & Cultural Program Coordinator School psychologist Social worker and counselors Social worker Social worker Social worker Psychologist 	<ol style="list-style-type: none"> Monthly Weekly / daily: dependent upon need On-going On-going On-going On-going On-going 	<ol style="list-style-type: none"> Flyers, agendas, sign-in sheets, surveys, Pre- and post-surveys, Referral document is available Sign-in sheet, agenda and evaluation of the training provided Documentation of services provided in student folder Documentation of services provided in student folder Sign-in sheet, agenda and evaluation of the training provided

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
<ol style="list-style-type: none"> Administer standards-based formative and summative assessments Weekly assessments Administer benchmark assessments 	<ol style="list-style-type: none"> Teachers and principals Teachers Counselors/principals 	<ol style="list-style-type: none"> Weekly / quarterly Weekly Pre-, mid-, and post-benchmark assessment 	<ol style="list-style-type: none"> Students will score at a proficient level on the formative and summative assessment Weekly assessment results and data; and lesson plans Assessment results

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)			
	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
PreK - Kindergarten	DIBELS for K Teaching Strategies Gold for Pre-K	To be determined	
1-4	NWEA MAP Mathematics	To be determined	NWEA MAP Testing: 8/ 24-31: Fall, 11/12-18: Winter, 3/8-12: Spring
5-8	NWEA MAP Mathematics	To be determined	NWEA MAP Testing: 8/ 24-31: Fall,

			<i>11/12-18: Winter, 3/8-12: Spring</i>
<i>9-12</i>	<i>NWEA MAP Mathematics</i>	<i>To be determined</i>	<i>NWEA MAP Testing: 8/ 24-31: Fall, 11/12-18: Winter, 3/8-12: Spring</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>PreK - Kindergarten</i>	<i>NWEA Map Reading</i>	<i>To be determined</i>	<i>NWEA MAP Testing: 8/ 24-31: Fall, 11/12-18: Winter, 3/8-12: Spring</i>
<i>1-4</i>	<i>NWEA Map Reading</i>	<i>To be determined</i>	<i>NWEA MAP Testing: 8/ 24-31: Fall, 11/12-18: Winter, 3/8-12: Spring</i>
<i>5-8</i>	<i>NWEA Map Reading NWEA Map Language Arts</i>	<i>To be determined</i>	<i>NWEA MAP Testing: 8/ 24-31: Fall, 11/12-18: Winter, 3/8-12: Spring</i>
<i>9-12</i>	<i>NWEA Reading</i>	<i>To be determined</i>	<i>NWEA MAP Testing: 8/ 24-31: Fall, 11/12-18: Winter, 3/8-12: Spring</i>

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.