



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	Saddle Mountain Unified #90	School District Entity ID	070290000
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)		Dr. Paul Tighe, Superintendent	
Representative Telephone Number		623-474-5111	
Representative E-Mail Address		paul.tighe@smusd90.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
Tartesso Elementary School (K-5)	89596	070290102
Winters' Well Elementary School (K-5)	89595	070290104
Ruth Fisher Middle School (6-8)	5192	070290101
Tonopah Valley High School	85819	070290002

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	2250	Start Date for Distance Learning	Aug 6, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	0	Estimated Number of Students Participating in Distance Learning for a Portion of the year	2250
Please choose the option that indicates your proposed duration/plan for distance learning:	<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input checked="" type="checkbox"/> 5. Other (Please explain below)		

<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 operate distance learning until the Governor allows in-person learning, at which time we anticipate 50% of students will remain in DL and 50% will start in-person learning. We expect participation in DL will decrease over time as the pandemic diminishes.</p>

<p>Is the school district requiring students to do distance learning?</p>	<p>No</p>
<p>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?</p>	<p>Yes</p>

**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/>

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Communication with teachers in Google Meet Daily assignment submission Parent attestation Phone calls	Classroom teachers and office staff (for attendance calls)	Daily on school days	Attendance records

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
Online participation in Google Classroom Phone calls to those “absent”	Classroom teachers	Daily on school days	Attendance records

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
Teachers and staff will work on-site, with remote work on an exception basis due to extenuating circumstances	Principals	Daily on school/work days	Staff attendance records

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
Policy GCKA supports telecommuting Employee Assistance Plan available	Director of Human Resources	As requested	Documentation

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Most pro dev will be virtual during the pandemic	Instructional Coach and Principals	Pre-Service days	Sign-in sheets

List Specific Professional Development Topics That Will Be Covered

New Teacher Induction, technical support with video instruction, Google Classroom tools, and more

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		
	Parents	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	X	X	X
Personal Contact and Discussion		X	
Needs Assessment-Available data			
Other: Social Media, Email	X	X	X
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot			
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 in Google	Beyond Textbooks	Daily on school days	By unit (BT)
1-3	Direct Instruction in Google	Beyond Textbooks	Daily on school days	By unit (BT)
4-6	Direct Instruction in Google	Beyond Textbooks	Daily on school days	By unit (BT)
7-8	Direct Instruction in Google	Beyond Textbooks	Daily on school days	By unit (BT)
9-12	Direct Instruction in Google	Beyond Textbooks	Daily on school days	By unit (BT)

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 in Google	Beyond Textbooks, Into Reading	Daily on school days	By unit (BT)
1-3	Direct Instruction in Google	Beyond Textbooks, Into Reading	Daily on school days	By unit (BT)
4-6	Direct Instruction in Google	Beyond Textbooks	Daily on school days	By unit (BT)
7-8	Direct Instruction in Google	Beyond Textbooks	Daily on school days	By unit (BT)
9-12	Direct Instruction in Google	Beyond Textbooks	Daily on school days	By unit (BT)

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	<i>Direct Instruction in Google</i>	<i>Beyond Textbooks</i>	<i>Daily on school days</i>	<i>By unit (BT)</i>
1-3	<i>Direct Instruction in Google</i>	<i>Beyond Textbooks</i>	<i>Daily on school days</i>	<i>By unit (BT)</i>
4-6	<i>Direct Instruction in Google</i>	<i>Beyond Textbooks</i>	<i>Daily on school days</i>	<i>By unit (BT)</i>
7-8	<i>Direct Instruction in Google</i>	<i>Beyond Textbooks</i>	<i>Daily on school days</i>	<i>By unit (BT)</i>
9-12	<i>Direct Instruction in Google</i>	<i>Beyond Textbooks</i>	<i>Daily on school days</i>	<i>By unit (BT)</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	<i>Direct Instruction in Google</i>	<i>Teacher/Curriculum</i>	<i>Daily on school days</i>	<i>Teacher Created</i>
1-3	<i>Direct Instruction in Google</i>	<i>Teacher/Curriculum</i>	<i>Daily on school days</i>	<i>Teacher Created</i>
4-6	<i>Direct Instruction in Google</i>	<i>Teacher/Curriculum</i>	<i>Daily on school days</i>	<i>Teacher Created</i>
7-8	<i>Direct Instruction in Google</i>	<i>Teacher/Curriculum</i>	<i>Daily on school days</i>	<i>Teacher Created</i>
9-12	<i>Direct Instruction in Google</i>	<i>Teacher/Curriculum</i>	<i>Daily on school days</i>	<i>Teacher Created</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>
9-12	<i>Direct Instruction in Google</i>	<i>CTE Program of Study</i>	<i>Daily on school days</i>	<i>CTE Completer</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)

When in-person resumes, distance learning will be synchronous with in-person.

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.

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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
Online therapies	Therapists and Assistant Superintendent	Per IEP's	Per IEP goals

Process for Implementing Action Step

IEP accommodations will be made within the virtual context.

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
Small group online instruction	SEI Teachers and Reading Specialists	Daily on school days	Benchmark assessments

Process for Implementing Action Step

ELL support and small group instruction plus ILLP support within the virtual context.

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					
	Parent Training					
	Other:					

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	X
	Phone	X	X	X	X	X
	Webcast	X	X	X	X	X
	Email/IM					
	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
Counselors and GEAR UP coaches will support student needs	Principals	Daily on school days	Counseling logs

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
Benchmark assessments and teacher issued grades	Teachers, Data/Assessment Specialist	Daily and per assessment schedule	Gradebooks, BM data

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
Kindergarten	Galileo (ATI)	In person	Per assessment calendar if possible
1-3	Galileo (ATI)	In person	Per assessment calendar if possible
4-6	Galileo (ATI)	In person	Per assessment calendar if possible
7-8	Galileo (ATI)	In person	Per assessment calendar if possible
9-12	Galileo (ATI)	In person	Per assessment calendar if possible

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>Galileo (ATI), DIBELS</i>	<i>In person</i>	<i>Per assessment calendar if possible</i>
<i>1-3</i>	<i>Galileo (ATI), DIBELS</i>	<i>In person</i>	<i>Per assessment calendar if possible</i>
<i>4-6</i>	<i>Galileo (ATI)</i>	<i>In person</i>	<i>Per assessment calendar if possible</i>
<i>7-8</i>	<i>Galileo (ATI)</i>	<i>In person</i>	<i>Per assessment calendar if possible</i>
<i>9-12</i>	<i>Galileo (ATI)</i>	<i>In person</i>	<i>Per assessment calendar if possible</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).

Planned according to assessment calendar as possible and within 6 weeks of the start of in-person instruction.

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.

Internet access for low-income and rural families is a huge challenge for our DL services delivery.