

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	HYDER ELEMENTARY #16	School District Entity ID	14-04-16-000
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	MARTHA YARDLEY-JONES		
Representative Telephone Number	928-454-2242		
Representative E-Mail Address	mjones@hyderisd.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
DATELAND ELEMENTARY SCHOOL	6180	14-04-16-101

Distance Learning Background Information

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

Distance Learning Plan Hyder School District 2020-2021

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	108	Start Date for Distance Learning	8/12/20
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	108
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 the 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 type="checkbox"/> 5. Other (Please explain below) - YES		

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:
When the Hyder District Governing Board decides it is safe for students to return to school, we will transition by having certain grades attend on campus on specific days until we eventually have all grades back on campus. When a grade is not attending in-person on campus, they will continue attending through remote learning. Distance learning will continue to be an option made available for those students whose parents request the remote learning option due to health concerns. Also, if a student attending in-person learning must leave school to quarantine for a period of time, they will be given the opportunity to participate in remote learning during the quarantine period.

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
<p>Students will be counted as present for DL instruction if they participate in ZOOM or Google Meets lessons with their class.</p> <p>Students will be counted as present for DL instruction if there is communication between the parent/student and the teacher via phone, email, Messenger or FaceTime.</p> <p>Students will be counted as present for DL instruction if an assignment is turned into the teacher via Google Classroom, email, or text photo/video of the assignment.</p> <p>Students will be counted as present for DL instruction if the parent attests to the time spent on educational activities for their child.</p>	<p>Classroom teacher or Special Education Teacher will be responsible for scheduling daily classes using Google Meets or Zoom. Attendance will be taken at this time.</p> <p>Teachers will be responsible for contacting parents if their child does not log on to their class. They will also have daily office hours where students can contact them allowing the teacher to give them credit for attendance.</p> <p>Teachers will be responsible for reporting their daily student attendance to the attendance clerk.</p> <p>The attendance clerk will be responsible for entering the attendance into synergy.</p> <p>Parents will be responsible for completing any attestation forms on behalf of their child.</p>	<p>Attendance will be taken daily and will be entered by 3:00 pm to account for different methods of attendance tracking.</p>	<p>Attendance is tracked daily on attendance logs by teachers.</p> <p>Synergy records</p> <p>Attestation forms</p>

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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
Teachers will keep registers of student participation and daily attendance.	Classroom teachers or Special Ed teacher and Paraprofessionals	Daily	Teacher registers and Computer Program Records
Parents will be contacted at a minimum of once per week.	Classroom teacher or Paraprofessional	At least Weekly	Teacher registers and logs
If contact by the classroom teacher fails the district office will call parents and a home visit will be planned if needed.	District Office Staff and Curriculum Coordinator	Daily if needed	District office contact logs
Communication logs will be discussed in team meetings if there are any concerns.	Team Supervisors – Chandra Mann, Joan Wesner & Laura Soto	Weekly	Meeting Minutes
Communication logs will be turned in to the office.	District Superintendent will review all communication concerns at least weekly	Weekly	Communication Logs

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 campus during the school closure unless they have been approved to work from home. Classroom teachers will conduct a Zoom/Google Meets instructional presentation daily.	Staff will check in with their team lead supervisor and hourly staff will be responsible for signing in at the office.	Daily: Monday-Friday	Schedules and sign – in sheets. Teacher grade books, lesson plans and journals
Instructional staff (teachers and paraprofessionals) will be trained in Google Classroom/Meetings and Zoom.	The Superintendent will offer training sessions before the start of school via distance learning and continue to offer training when a need is discovered.	Before the start of school and as needed	Training agendas, logs and completion certificates

Distance Learning Plan Hyder School District 2020-2021

Classroom teachers will have Zoom time scheduled daily to assist individual students with their lessons.	Classroom Teachers and Paraprofessionals	Daily: Monday-Friday	Lesson plans and schedules
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b. Describe commitments on delivery of employee support services including but not limited to:

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
The district/school will ensure that distance learning technology is available to staff and provide them the training needed to enable them to use the technology and instructional programs. All necessary supplies and support will be provided.	Superintendent – Martha Jones Office Staff –Nubia Gonzalez & Ana Soto Technology Director – Candy St. Clair	On a daily basis as needed	Training agendas and logs
Available services and programs, such as FMLA, COVID leave, etc. will be shared in meetings and posted on campus, and also emailed to staff when requested.	Superintendent, Martha Jones, will notify staff regarding these services.	Information will be communicated to staff on a quarterly basis and more frequently if needed.	Posters about COVID leave, FMLA, etc hung around campus. Meeting agendas
Return to school meeting and Group Zoom meetings to discuss policies and procedures and any concerns the staff has.	Curriculum Coordinator – Laura Soto Superintendent – Martha Jones	August 3 rd – Return to School Meeting And other meetings as needed	Meeting agendas

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
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List Specific Professional Development Topics That Will Be Covered

Zoom Instruction, Google Classroom, Uploading assignments, Teach for Success Protocol, Achieve 3000 and Smarty Ants, Edgenuity (upper grades), IXL, and ABC Mouse (primary). Other professional development regarding safety protocols regarding COVID-19 will be provided.

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	X	X
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X	X	X
Supplemental Utility Support (Internet)		X	X
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)				
	<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>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	Go Math by Houghton Mifflin, Beyond Textbooks and IXL	NWEA Testing – 3 (August/September-December-May) Beyond Textbooks and/or Go Math assessments will occur daily/weekly	Houghton Mifflin has summative assessments at the end of each unit.
<i>1-3</i>	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	Go Math by Houghton Mifflin, IXL, Splash Math, Beyond Textbooks	NWEA Testing – 3 (August/September-December-May) Beyond Textbooks and/or Go Math assessments will occur daily/weekly	Houghton Mifflin has summative assessments at the end of each unit.
<i>4-6</i>	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	Go Math by Houghton Mifflin, IXL, Beyond Textbooks	NWEA Testing – 3 (August-September-December-May) Beyond Textbooks and/or Go Math assessments will occur daily/weekly	Houghton Mifflin has summative assessments at the end of each unit.
<i>7-8</i>	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	Go Math by Houghton Mifflin, IXL, Beyond Textbooks	NWEA Testing – 3 (August/September-December-May) Beyond Textbooks and/or Go Math assessments will occur daily/weekly	Houghton Mifflin has summative assessments at the end of each unit.

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9-12	N/A	N/A	N/A	N/A

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
Kindergarten	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	Journeys by Houghton Mifflin, IXL, Smarty Ants, ABC Mouse	NWEA Testing – 3 (<i>August/September-December-May</i>) Beyond Textbooks and/or Journeys assessments will occur weekly	Houghton Mifflin has summative assessments at the end of each unit.
1-3	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	Journeys by Houghton Mifflin, IXL, Smarty Ants, ABC Mouse, LEXIA, Readworks	NWEA Testing – 3 (<i>August/September-December-May</i>) Beyond Textbooks and/or Journeys assessments will occur weekly.	Houghton Mifflin has summative assessments at the end of each unit.
4-6	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	Journeys by Houghton Mifflin, IXL, Achieve 3000, LEXIA, Readworks	NWEA Testing – 3 (<i>August/September-December-May</i>) Beyond Textbooks and/or Journeys assessments will occur weekly.	Houghton Mifflin has summative assessments at the end of each unit.
7-8	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	Journeys by Houghton Mifflin, IXL, Achieve 3000, LEXIA, Edgenuity	NWEA Testing – 3 (<i>August/September-December-May</i>) Beyond Textbooks and/or Journeys assessments will occur weekly.	Houghton Mifflin and Edgenuity has summative assessments at the end of each unit.
9-12	N/A	N/A	N/A	N/A

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>Kindergarten</i>	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	<i>Beyond Textbooks</i>	<i>Formative assessments from Beyond Textbooks or teacher/district made will be used to check for understanding</i>	<i>Benchmark assessments</i>
<i>1-3</i>	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	<i>Beyond Textbooks, IXL</i>	<i>Formative assessments from Beyond Textbooks or teacher/district made will be used to check for understanding.</i>	<i>Benchmark assessments</i>
<i>4-6</i>	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	<i>Beyond Textbooks, Buckle Down Science/Triumph Learning, IXL</i>	<i>Formative assessments from Buckle Down, Beyond Textbooks or teacher/district made will be used to check for understanding.</i>	<i>Buckle Down has summative assessments at the end of each unit.</i>
<i>7-8</i>	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	<i>Beyond Textbooks, Buckle Down Science/Triumph Learning, IXL</i>	<i>Formative assessments from Buckle Down, Beyond Textbooks or teacher/ District made will be used to check for understanding.</i>	<i>Buckle Down has summative assessment at the end of each unit</i>
<i>9-12</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</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 via Zoom, Google Classroom, Google Meets</i>	<i>Beyond Textbooks</i>	<i>Formative assessments from Beyond Textbooks or teacher/district made will be used to check for understanding</i>	<i>Benchmark assessments</i>
1-3	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	<i>Beyond Textbooks, Studies Weekly, IXL</i>	<i>Formative assessments from Beyond Textbooks or teacher/district made will be used to check for understanding</i>	<i>Benchmark assessments</i>
4-6	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	<i>Beyond Textbooks, IXL</i>	<i>Formative assessments from Beyond Textbooks or teacher/district made will be used to check for understanding</i>	<i>Benchmark assessments</i>
7-8	<i>Direct Instruction via Zoom, Google Classroom, Google Meets</i>	<i>The Constitution/Scott Foresman, The American Journey/Glencoe, IXL</i>	<i>Formative assessments from Beyond Textbooks or Publisher/district made assessments will be used to check for understanding.</i>	<i>Publisher's end of unit assessments and/or benchmark assessments</i>
9-12	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</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>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</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
All IDEA guidelines will be strictly adhered to during the instructional program. IEPs, parent contacts, and accommodated instruction will be provided. If needed, on campus instruction will be provided.	Special Education Coordinator (Sue Wall) Classroom Teachers Speech Teacher District Superintendent (Martha Jones)	Meeting minutes in students individual IEP As needed—Instruction will be daily. One on one instruction for severe needs students will be provided if needed	Lesson plans Teacher logs Special Education documentation, Computer Program Records Staff assignments

Process for Implementing Action Step

The previous special education teacher/director and speech teacher started this process in March when schools were closed and went to remote learning. They coordinated services and met with teachers and contacted parents to ensure continuity of services for the remainder of the school year. On-site services will be provided for all students with IEPs (at parent’s request) during school closure unless prevented by public health. The speech teacher and current special education teacher will continue to monitor IEPs to ensure continuity of services.

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
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Process for Implementing Action Step

SEi teachers will follow their ILLP Student Plans and meet with their English learners on a daily basis by Zoom or Google Meets to assist them with their language and academic standards. On site services will be provided for students (at parent’s request) during school closure unless prevented by public health.

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

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	X	X	X	X	
	Phone	X	X	X	X	
	Webcast	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
National Board Certified Counselor on staff to provide in person or zoom support	School counselor—Candy St Clair	When needed	Counselor journal

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
NWEA Summative Tests	Teachers	Monthly & Quarterly	Scheduling calendar, Lesson Plans

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	Map/ NWEA GO MATH/ Houghton Mifflin Harcourt	On-line, in-person	August 12 th – August 21 st May 3 rd – May 14 th
1-3	Map/NWEA GO MATH/Houghton Mifflin Harcourt	On-line, in-person	August 12 th – August 21 st December 1 st – December 11 th May 3 rd – May 14 th
4-6	Map/ NWEA GO MATH/ Houghton Mifflin Harcourt	On-line, in-person	August 12 th – August 21 st December 1 st – December 11 th May 3 rd – May 14 th
7-8	Map/NWEA GO MATH/ Houghton Mifflin Harcourt	On-line, in-person	August 12 th – August 21 st December 1 st – December 11 th May 3 rd – May 14 th
9-12	NA	NA	NA

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>
Kindergarten	DIBELS Map/NWEA Journeys/ Houghton Mifflin Harcourt	On-line, in person	September 28 th – October 2 nd August 12 th – August 21 st May 3 rd – May 14 th
1-3	DIBELS Map/NWEA Journeys/Houghton Mifflin Harcourt	On-line, in person	September 28 th – October 2 nd August 12 th – August 21 st December 7 th – December 15 th May 10 th – May 19 th
4-6	Map/NWEA Journeys/Houghton Mifflin Harcourt Performance Coach	On-line, in person	August 12 th – August 21 st December 7 th – December 15 th May 10 th – May 19 th
7-8	Map/NWEA Journeys/ Houghton Mifflin Harcourt Performance Coach	On-line, in person	August 12 th – August 21 st December 7 th – December 15 th May 10 th – May 19 th
9-12	NA	NA	NA

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).

The school will provide benchmark testing in various modes. Kindergarten and first grade testing will be given in person by the teacher and the testing coordinator. This will take place in the testing center on campus. Special needs and EL learners will also be given this option if needed. Students will be brought in to the testing lab if there are issues with internet capabilities at home. In person testing will be given following on-site safety measures such as social distancing, temperature checks, wearing of masks, etc.

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.

