Distance Learning Plan for Snowflake Unified School District #5

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:	**Snowflake Unified School District**	**School District Entity ID**	**#04391**
Representative authorized to submit the plan:		**Jason Owen (Director of Federal Programs)**	
Representative Telephone Number		928-536-4156 Ext. 7721	
Representative E-Mail Address		owenj@snowflake.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
Snowflake High School	**05618**	**09-02-05-005**
Snowflake Junior High	**05616**	**09-02-05-003**
Snowflake Intermediate	**05614**	**09-02-05-001**
Taylor Intermediate	**05617**	**09-02-05-004**
Highland Primary	**05619**	**09-02-05-006**
Taylor Elementary	**05615**	**09-02-05-002**
Snowflake PreSchool	**87577**	**09-02-05-007**

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	2575	**Start Date for Distance Learning**	8/17/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	225	**Estimated Number of Students Participating in Distance Learning for a Portion of the year**	2350 (If we have to provide teacher led remote learning in place of face to face instruction.)
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:
*We intend to offer full distance learning through a teacher facilitated/monitored online program (Edgenuity and Edgenuity K-5 IS) for students/families that are uncomfortable attending in person instruction at the physical sites, or for students/families that are uncomfortable with in person learning transforming into teacher led distance learning throughout part of the school year. *We intend to offer face-to-face instruction to the fullest extent possible while preparing for teacher led distance learning, district wide, in the eventuality that the district or schools do not meet the Health Services' metrics to meet the Governor's Executive order or in the case of a school closure due to a spike in cases at a school, in the district, or within the community. In either eventuality, teachers will provide synchronous and asynchronous instruction via Google Classroom and Seesaw platforms where students can access their teachers' recorded lessons, assignments, and supplemental materials just as if they were in the classroom. Google Classroom and Seesaw also provide a safe platform for students to submit assignments remotely and receive feedback and communication from the teacher.

Is the school district requiring students to do distance learning? *(Currently, NO, but in the event of a school closure, all students would be placed in a remote learning environment.)*	No
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.

Distance Learning Plan Template 2020-2021

- 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
SUSD intends to track attendance for teacher facilitated online distance learning through the following methods: 1. Students will be assigned their core classes (K-8) and full schedule (9-12) through Edgenuity and Edgenuity K-5 I.S. 2. Students will be required to show that they logged in and made measurable progress on course activities in each core area or H.S. class each day. 3. Teachers will look at activity and progress indicators from Edgenuity each day by 3:30, for each student. 4. If students have logged into core subject courses (K--8) or the course for each assigned class (9-12) and have made measurable progress, they will be considered as in attendance for that day for (K-8) or each class during the day (9-12). 5. If students do not log into their core courses (K-8) or assigned classes (9-12) or have made no measurable progress, they will be considered absent for that day or class. 6. Parents can also call in to the online coordinator/teacher to report an absence for illness or other and the students will be held accountable to the district/school	1. School administration and online coordinator/teacher 2. Online Coordinator/Teacher and staff 3. Online Coordinator/Teacher and staff 4. Online Coordinator/Teacher and staff 5. Online Coordinator/Teacher and staff 6. Online Coordinator/Teacher and staff	1. August and reviewed quarterly 2. Daily (Monday – Friday for K-8) (Monday – Thursday for 9-12) 3. Daily (Monday – Friday for K-8) (Monday – Thursday for 9-12) 4. Daily (Monday – Friday for K-8) (Monday – Thursday for 9-12) 5. Daily (Monday – Friday for K-8) (Monday – Thursday for 9-12) 6. Daily (Monday – Friday for K-8) (Monday – Thursday for 9-12)	1. Student class or core courses assigned in Edgenuity K-5 (for K-5) or Edgenuity (for 6-12). 2. Edgenuity K-5 and Edgenuity Course Activity & Progress Reports, Gradebook, Attendance and/or Session Logs. 3. Edgenuity K-5 and Edgenuity Course Activity & Progress Reports, Gradebook, Attendance and/or Session Logs. 4. Edgenuity K-5 and Edgenuity Course Activity & Progress Reports, Gradebook, Attendance and/or Session Logs. 5. Edgenuity K-5 and Edgenuity Course Activity & Progress Reports, Gradebook, Attendance and/or Session Logs. 6. School Master Attendance Records

make up policy for that absence. 7. All absences fall under the district/school absence policy and students are still required to make up any missed work unless otherwise addressed under district policy. **SUSD intends to track attendance for teacher led distance learning (in the eventuality of in-person school delays, or school closures) through the following methods:** 8. Teachers/Students will utilize a Google Classroom or Seesaw account as a platform to provide and receive instructional materials and assignments for core subjects (K-6) or assigned classes (7-12) from their classroom teachers. 9. Students will be required to show that they logged in and completed the assigned materials and assignments (including submitting assignments digitally or through other methods of submission) for core subjects (K-6) or assigned classes (7-12) each day. 10. Teachers will look at submitted assignments in Google Classroom or through other submission means, by the end of the school day, for each student. 11. If students have logged into and completed the materials and submitted their assignments for that day in their core subjects (K--6) or for each assigned class (7-12), they will be considered as in attendance for that day for (K-6) or each class during the day (7-12). 12. If students do not log into their Google Classroom (K-8) or assigned classes (9-12) or have made no measurable progress, they will be considered absent for that day or class. 13. Parents can also call in to the school	7. District and School Administration 8. Classroom Teachers, supported by administration and IT Dept. 9. Classroom Teachers and support staff 10. Classroom Teachers and support staff 11. Classroom Teachers, Support Staff, and Principal 12. Classroom Teachers, Support Staff, and Principal 13. Attendance Clerks, Secretaries,	7. Annual Review of District and School Policies 8. Daily (Monday – Friday for K-8) (Monday – Thursday for 9-12) 9. Daily (Monday – Friday for K-8) (Monday – Thursday for 9-12) 10. Daily (Monday – Friday for K-8) (Monday – Thursday for 9-12) 11. Daily (Monday – Friday for K-8) (Monday – Thursday for 9-12) 12. Daily (Monday – Friday for K-8) (Monday – Thursday for 9-12) 13. Daily (Monday – Friday for K-8) (Monday – Thursday for 9-12)	7. District Policy Manual/School Student Handbook, Parent Student Agreements 8. Google Classroom, and or Seesaw Accounts, Including Instructions, Materials, Lessons, Assignments, Class websites, and/or instructional links. 9. Completed and submitted assignments 10. Completed, submitted, graded assignments. Google Classroom or Seesaw teacher gradebook/portal. 11. School Master Gradebook/Attendance Portal, Family Link and/or Google Classroom or other submissions. 12. School Master Gradebook/Attendance Portal, Family Link and/or Google Classroom or other submissions.

to report an absence for illness or other and the students will be held accountable to the district/school make up policy for that absence. 14. All absences fall under the district/school absence policy and students are still required to make up any missed work unless otherwise addressed under district policy.	Classroom Teachers, and Principal 14. District and School Administration	14. Annual Review of District and School Policies	13. School Master Attendance Records 14. District Policy Manual/School Student Handbook, Parent Student Agreements

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
SUSD intends to ensure regular communication with students for teacher facilitated online distance learning through the following methods: 1. The Online Coordinator/Teacher will be making weekly contact with students and Parent Guides via phone and email to ensure that the online students are making adequate progress and to provide support for interventions. 2. The Online Coordinator Teacher can communicate with students and provide feedback about assignments, assessments, and progress through Edgenuity K-5 (for K-5) and Edgenuity (for 6-12), or through feedback on other submitted assignments. 3. The Online Coordinator/Teacher, Case Managers, EL Teachers, Paraprofessionals, and additional support staff (including those for Special Education Students and English Language Learners) will provide weekly communication and support "to the extent possible" as required by law to provide the necessary supports and interventions for at risk students and	1. Online Coordinator/Teacher, online staff for contact, and Principals for follow up. 2. Online Coordinator/Teacher and staff 3. Online Coordinator/Teacher online staff, case managers, EL teachers and other support staff.	1. Weekly+ depending on needs. 2. Weekly and/or daily based on the assignments that are turned in and need feedback. 3. Weekly and/or to the extent possible for support and intervention staff.	1. Checklist, logs, and/or emails etc. 2. Graded or feedback on assignments. 3. Checklist or log

subgroup populations. 4. Communication methods may include, but are not limited to Zoom or other virtual platforms, phone calls, emails, and opportunities for scheduled, safe, site based in-person support and intervention provided at the school when appropriate.	4. Online Coordinator/Teacher online staff, case managers, EL teachers and other support staff.	4. Weekly and/or to the extent possible for support and intervention staff.	4. Checklist, logs, and/or schedules
SUSD intends to ensure regular communication with students for teacher led distance learning (in the eventuality of in-person school delays, or school closures) through the following methods: 5. The regular classroom teacher will convert their regular curriculum into a friendly web-based version and post their objectives, essential questions, materials, links, assignments, reviews, and appropriate assessments into Google Classroom, Google Sites, and/or Seesaw as communication and learning management platforms.	5. Classroom Teachers, supported by administration and IT Dept.	5. Weekly and/or daily	5. Google Classroom Assignments/Materials etc…
6. The regular classroom teacher will be making weekly contact with students and parents via Zoom (virtual meetings), phone calls, and/or email to ensure that the students are making adequate progress on the teacher led remote distance learning and to provide support for interventions as needed.	6. Classroom Teachers and support staff	6. Weekly and/or daily to the extent possible as needed	6. Checklist, logs, and/or emails etc.
7. The regular classroom teacher can communicate with students and provide feedback about assignments, assessments, and progress through Seesaw or Google Classroom (K-2) and Google Classroom (for 3-12), or through feedback on other submitted assignments via Google Docs,	7. Classroom Teachers and support staff	7. Weekly and/or daily to the extent possible as needed	7. Checklist, logs, and/or emails etc.

NoRedInk or other district adopted programs.			
8. The Regular Classroom Teacher, Case Managers, EL Teachers, Paraprofessionals, and additional support staff (including those for Special Education Students and English Language Learners) will provide weekly communication and support "to the extent possible" as required by law to provide the necessary supports and interventions for at risk students and subgroup populations.	8. Classroom Teachers, Support Staff, case managers, EL teachers, other support staff, and Principals.	8. Weekly and/or daily to the extent possible as needed	8. Checklist, logs, and/or emails etc.
9. Communication methods may include, but are not limited to Zoom or other virtual platforms, phone calls, emails, and opportunities for scheduled, safe, site based in-person support and interventions provided at the school when and where appropriate.	9. Classroom Teachers, Support Staff, case managers, EL teachers, other support staff, and Principals.	9. Weekly and/or daily to the extent possible as needed and where appropriate.	9. Checklist, logs, and/or emails etc.

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
SUSD expects teachers and staff (who are classified as essential workers) to be on site working in the eventuality of a stoppage of in person instruction. (Without students on campuses, classrooms should be safe working spaces where teachers have access to their materials and technology.) 1. In the eventuality of a teacher working from home due to a Covid-19 related illness, family related Covid-19 issue, or a full school closure requiring full	1. District/School Administrators and Teachers	1. Weekly and/or daily to the extent possible as needed	1. Materials, resources, etc. posted on Google Classroom and/or Seesaw accounts.

virtual instruction…teachers will be required to maintain the operational support for the **teacher facilitated online learning environment** and regular teachers will maintain their Google Classroom and/or Seesaw Learning management systems from a remote location for **teacher led distance learning.**			
2. The expectation is for teachers to provide students the same learning experience to the fullest extent possible, whether in the classroom or during the eventuality of a remote learning scenario, requiring the teachers and staff to prepare for teacher led remote instruction.	2. Teachers (Admin for follow up)	2. Daily to the extent possible as needed	2. Materials, resources, etc. posted on Google Classroom and/or Seesaw accounts.
3. Teachers and staff will be provided training on remote learning protocols and resources to make the experience as effective for students as possible.	3. District/School Administrators and PD facilitators	3. Starting weekly in August.	3. Agendas, sign in sheets, completed Google Classroom/Seesaw accounts including materials.
4. Teachers will provide online and practice materials and assignments for students.	4. Teachers	4. Daily to the extent possible as needed	4. Materials, resources, etc. posted on Google Classroom and/or Seesaw accounts.
5. Teachers will be required to provide remote communication via Zoom or other recorded/digital methods to provide teacher led instruction, support, and feedback.	5. Teachers (Admin for follow up)	5. Weekly and/or daily to the extent possible as needed	5. Checklist, logs, and/or emails, feedback, etc.
6. Teachers will be provided professional development opportunities on a weekly basis to further develop the necessary skills to effectively manage remote learning.	6. District/School Administrators and PD facilitators	6. Starting weekly in August.	6. Agendas, sign in sheets, completed Google Classroom/Seesaw accounts including materials.
7. In the eventuality of a remote learning scenario, support staff (Para Professionals) will be assigned a caseload to support and provide interventions and contact on a daily basis. (Clerical staff) will be reassigned to other duties to support the remote learning efforts, food service	7. District/School Administrators	7. Daily to the extent possible as needed	7. Daily to the extent possible as needed

distribution, or other sanitization duties to be assigned. 8. Support staff will receive training and be provided expectations for any extra duty they may be asked to complete.	8. District/School Administrators, PD Facilitators, and Case Managers	8. Starting weekly in August and/or as needed.	8. Sign in sheets and/or expectations list and procedures provided from case managers and or supervisors as needed or to the extent possible.

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
SUSD intends to commit to established policies for communication and professional development including the following policies: 1. CA © ADMINISTRATION GOALS / PRIORITY OBJECTIVES The District administration is responsible, within the guidelines established by Board policy, for the direction and coordination of students and staff members in their efforts to reach educational goals adopted by the Board. The Board expects the administration to specialize in: ● the processes of decision making and communication; ● planning, organizing, implementing, and evaluating educational programs; ● the demonstration of educational leadership; ● the development and maintenance of close working relationships and	1. District and School Administrators	1. Weekly, Daily, and as needed to ensure that operations are maintained.	1. District Policy and staff emails and other communications.

channels of communication within the District and the community; ● the minimization of misunderstandings; and ● the development of cooperation toward attaining the educational goals adopted by the Board 2. GCI © PROFESSIONAL STAFF DEVELOPMENT The Board recognizes its particular responsibility to provide (and communicate) opportunities for the continual professional growth of its certificated staff. Such opportunities include, within budgetary limitation, special in-service training courses, workshops, school or District visitations, conferences, professional library, and assistance from supervisors and consultants.	2. District and School Administrators, additionally district professional development trainers and site techs for technology professional development	2. Weekly, daily, and as needed (ongoing) to ensure that operations are maintained.	2. Professional development schedules, emails, sign up lists, Sign in sheets, or created elements resulting from professional development training.

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
SUSD intends to provide professional development for the: **1. Online coordinator/teacher and staff through Edgenuity provided training.** **2. Teachers and staff through District provided training provided by District Professional Development Trainers, The District Educational Technologist, Administrators, and Case Managers**	1. District Administration and Federal Programs Office 2. District and School Administrators, District Educational Technologist, District Professional Development Trainers, and Case Managers	1. Initial training opportunities starting in August and continuing weekly and/or as needed. 2. Initial training opportunities starting in August and continuing weekly and/or as needed.	1. Successful Implementation of Edgenuity and Edgenuity K-5 IS 2. Successful implementation of Google Classroom and Seesaw, and/or agendas, sign in sheets

List Specific Professional Development Topics That Will Be Covered

Teachers will receive targeted Professional Development in Edgenuity, Edgenuity K-5 IS, Google Classroom LMS, Seesaw LMS, Flash Back Express, Webcams, Zoom, PPTs, Embedding YouTube, Documents, and Assessments. Other professional development topics may include, but are not limited to Differentiated Instruction, DOK, Accommodations, Star Assessments, Tech Tips, and Distance Learning Strategies.

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		
WIFI Hot Spot	x		
Supplemental Utility Support (Internet)			
Other:		x	x
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	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity K-5 IS	Edgenuity K-5 IS	Edgenuity K-5 IS Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Seesaw LMS	Beyond Textbooks and Teacher created Materials and Instruction provided via Seesaw	District Formative Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
1-3	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity K-5 IS	Edgenuity K-5 IS	Edgenuity K-5 IS Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Seesaw/Google Classroom LMS	Beyond Textbooks and Teacher created Materials and Instruction provided via Seesaw/Google Classroom LMS	District Formative Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
4-6	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with	Edgenuity K-5 IS & Edgenuity	Edgenuity K-5 IS/ Edgenuity Quizzes and Assessments (Weekly)	District/ Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created

	Teacher support through Edgenuity K-5 IS and/or Edgenuity		Unit Assessments (Daily/Weekly)	Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
7-8	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity	Edgenuity	Edgenuity Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly or as needed) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
9-12	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity	Edgenuity	Edgenuity Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly or as needed) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark

	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
	Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)			
Kindergarten	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity K-5 IS	Edgenuity K-5 IS	Edgenuity K-5 IS Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	Star AZ Early Literacy Screeners/Assessments (Quarterly) and District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Seesaw LMS	Beyond Textbooks, Saxon Phonics, (Learning A-Z and IXL as Needed) Accelerated Reading, Write Tools, and Teacher created Materials and Instruction provided via Seesaw	District Formative Assessments (Weekly) Unit Assessments (Daily/Weekly)	Star AZ Early Literacy Screeners/Assessments (Quarterly) and District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
1-3	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity K-5 IS	Edgenuity K-5 IS	Edgenuity K-5 IS Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly) Accelerated Reading (Weekly or as Needed))	Star AZ Early Literacy /Star Screeners/Assessments (Quarterly) and District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Seesaw/Google Classroom LMS	Beyond Textbooks, Saxon Phonics, (Learning A-Z and IXL as Needed) Accelerated Reading, Write Tools, and Teacher created Materials and Instruction provided via	District Formative Assessments (Weekly) Unit Assessments (Daily/Weekly) Accelerated Reading (Weekly or as Needed))	Star AZ Early Literacy Screeners/Assessments (Quarterly) and District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher

		Seesaw/Google Classroom LMS		Created Benchmark
4-6	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity K-5 IS and/or Edgenuity	Edgenuity K-5 IS & Edgenuity	Edgenuity K-5 IS/ Edgenuity Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly) Accelerated Reading (Weekly or as Needed))	Star Assessments (3 times during the year) and District/ Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks, (Learning A-Z and IXL as Needed) Accelerated Reading, Write Tools, and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly) Unit Assessments (Daily/Weekly) Accelerated Reading (Weekly or as Needed))	Star Assessments (3 times during the year) and District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
7-8	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity	Edgenuity	Edgenuity Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly) Accelerated Reading (Weekly or as Needed))	Star Assessments (3 times during the year) and District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks, Accelerated Reading, Write Tools, NoRedInk, and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly or as needed) Unit Assessments (Daily/Weekly) Accelerated Reading (Weekly or as Needed))	Star Assessments (3 times during the year) and District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark.
9-12	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with	Edgenuity	Edgenuity Quizzes and Assessments (Weekly) Unit Assessments	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created

			(Daily/Weekly)	Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks, Write Tools, NoRedInk, and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly or as needed) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark

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	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity K-5 IS	Edgenuity K-5 IS	Edgenuity K-5 IS Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Seesaw LMS	Beyond Textbooks, (Learning A-Z and IXL as Needed) and Teacher created Materials and Instruction provided via Seesaw	District Formative Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
1-3	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity K-5 IS	Edgenuity K-5 IS	Edgenuity K-5 IS Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led	Beyond Textbooks, (Learning A-Z and IXL as Needed) and Teacher created Materials	District Formative Assessments (Weekly) Unit Assessments	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created

			(Daily/Weekly)	Benchmark
	and recorded instructed learning via Seesaw/Google Classroom LMS	and Instruction provided via Seesaw/Google Classroom LMS		
4-6	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity K-5 IS and/or Edgenuity	Edgenuity K-5 IS & Edgenuity	Edgenuity K-5 IS/ Edgenuity Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/ Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks, (Learning A-Z and IXL as Needed) and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
7-8	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity	Edgenuity	Edgenuity Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly or as needed) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
9-12	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity	Edgenuity	Edgenuity Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark

For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly or as needed) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)			
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity K-5 IS For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Seesaw LMS	Edgenuity K-5 IS Beyond Textbooks, (Learning A-Z, IXL, and web supplemental programs as needed) and Teacher created Materials and Instruction provided via Seesaw	Edgenuity K-5 IS Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly) District Formative Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
1-3	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity K-5 IS For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Seesaw/Google	Edgenuity K-5 IS Beyond Textbooks, (Learning A-Z, IXL, and web supplemental programs as needed) and Teacher created Materials and Instruction	Edgenuity K-5 IS Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly) District Formative Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark

	Classroom LMS	provided via Seesaw/Google Classroom LMS		
4-6	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity K-5 IS and/or Edgenuity	Edgenuity K-5 IS & Edgenuity	Edgenuity K-5 IS/ Edgenuity Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/ Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks, (Learning A-Z, IXL, and web supplemental programs as needed) and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
7-8	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity	Edgenuity	Edgenuity Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
	For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks, (web supplemental programs as needed) and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly or as needed) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark
9-12	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity	Edgenuity	Edgenuity Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark

For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS	Beyond Textbooks, (web supplemental programs as needed) and Teacher created Materials and Instruction provided via Google Classroom LMS	District Formative Assessments (Weekly or as needed) Unit Assessments (Daily/Weekly)	District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark

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	For Teacher Facilitated Online Instruction: Parent Guided Independent Study with Teacher support through Edgenuity

For Teacher Led Distance Learning (In the eventuality of school closure): Teacher led and recorded instructed learning via Google Classroom LMS supported by NAVIT | Edgenuity

Beyond Textbooks, (web supplemental programs as needed) and Teacher created Materials and Instruction provided via Google Classroom LMS supported by NAVIT | Edgenuity Quizzes and Assessments (Weekly) Unit Assessments (Daily/Weekly)

District Formative Assessments (Weekly or as needed) Unit Assessments (Daily/Weekly) Competencies (Weekly or as needed) | District/Course Benchmarks (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark

CTE/Course Benchmarks - Competencies (Quarterly) via Illuminate Ed. Or Teacher Created Benchmark |

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

Teachers will receive training in recording lessons and posting them in Google Classroom or Seesaw. Through these teacher created and teacher led lessons, students will still be able to have direct instruction (although recorded) from their regular classroom teacher. By recording the lessons and materials and posting them, there is less chance of dropped or interrupted zoom meetings, although Zoom may still be utilized to support and provide an additional instructional tool for teachers. Teachers can also record direct instruction using any worksheets or manipulatives that students will have as well, so modeling can be experienced by the student also. By utilizing Google Classroom and Seesaw, teachers have a portal in which they can assign materials and assignments where students can access them, edit or complete the assignments and submit them in one location. It facilitates more interaction between teacher and student.

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
SUSD intends to ensure access and meet the needs of students participating in teacher facilitated online distance learning, or through teacher led distance learning (in the eventuality of a school closure) through the following methods: 1. The Case Manager will be making contact with students and Parent Guides to the extent possible (weekly, daily, or to the extent possible), via phone and email to ensure that the online students are making adequate progress and to discuss support for interventions. 2. Case Managers and Special Services Para Professionals will make contact with the students to the extent possible to provide remediation, support, targeted instruction or other services. They will also keep a log of what was discussed, services provided, and indicate what is working or not for the student in the online environment, and any other supplemental support provided. 3. The Online Coordinator/Teacher, Case Managers, Paraprofessionals, and additional support staff will provide weekly communication and support "to the extent possible" as required by law to provide the necessary supports and interventions for at risk students and subgroup populations.	1. Case Manager and EL Teacher 2. Case Manager, Para Professionals 3. Online Teacher, Case Manager, Para Professionals, and support staff.	1. (weekly, daily, or to the extent possible 2. (weekly, daily, or to the extent possible 3. (weekly, or to the extent possible	1. Contact Logs 2. Contact Logs 3. Contact Logs

4. Communication methods may include, but are not limited to Zoom or other virtual platforms, phone calls, emails, and opportunities for scheduled, safe, site based in-person support and intervention provided at the school when appropriate.	4. Online Teacher, Case Manager, Para Professionals, and EL Teacher and support staff.	4. (weekly, daily, or to the extent possible	4. Contact Logs
5. Para professionals will provide daily contact and/or support.	5. Case Manager and Para Professionals.	5. Daily or to the extent possible	5. Contact Logs
6. Students with IEPs concerning PT/OT will be provided opportunities to receive therapies on campuses unless they do not feel comfortable, in which case all efforts will be made to address the needs of the IEP via instruction and support via Zoom, phone calls, or additional supplemental instructions or packets with articulated examples of intervention or therapies.	6. Online Teacher, Case Manager, Para Professionals, PT/OT Therapists and staff.	6. (weekly, or to the extent possible	6. Contact Logs
7. Counseling Services will also be made available for IEP students.	7. Online Teacher, Case Manager, Counselors.	7. (weekly, or to the extent possible	7. Counselor schedule
8. Case Managers will make weekly/biweekly contact and scan notes into IEP Pro as evidence.	8. Case Manager	8. (weekly, or to the extent possible	8. IEP Notes
9. Onsite testing services will also be provided for Special Education subgroup students.	9. Case Manager	9. (weekly, or to the extent possible	9. Testing Schedules/Results

Process for Implementing Action Step

Case managers will assign Para professionals certain students to check on daily for support and intervention. Case Managers will schedule time to make the necessary contact or good faith effort in providing weekly/biweekly contact or contact to the extent possible to provide the necessary support for IEP students.

Case managers, therapists, and staff will create a schedule for students to receive on sight support (or testing opportunities) and therapies if the families choose, or schedule the contact of choice with each family in order to provide instructional therapy or intervention support.

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
SUSD intends to ensure access and meet the needs of students participating in teacher facilitated online distance			

learning, or through teacher led distance learning (in the eventuality of a school closure) through the following methods 1. The English Learner (EL) Teacher will be making contact with students and Parent Guides to the extent possible (weekly, daily, or to the extent possible), via phone and email to ensure that the online students are making adequate progress and to discuss support for interventions. 2. EL Teachers will make contact with the students to the extent possible to provide remediation, support, targeted instruction (EL), or other services. They will also keep a log of what was discussed, services provided, and indicate what is working or not for the student in the online environment, and any other supplemental support provided. 3. The Online Coordinator/Teacher and EL Teachers, Paraprofessionals, and additional support staff will provide weekly communication and support "to the extent possible" as required by law to provide the necessary supports and interventions for at risk students and subgroup populations. 4. Communication methods may include, but are not limited to Zoom or other virtual platforms, phone calls, emails, and opportunities for scheduled, safe, site based in-person support and intervention provided at the school when appropriate. 5. EL teachers will also provide daily opportunities for integrated and/or targeted instruction via Zoom and also provide follow up targeted intervention services to the extent possible.	1. EL Teacher 2. EL Teacher 3. Online Teacher EL Teacher and support staff. 4. Online Teacher, EL Teacher, and support staff. 5. EL Teacher	1. (weekly, daily, or to the extent possible 2. (weekly, daily, or to the extent possible 3. (weekly, or to the extent possible 4. (weekly, daily, or to the extent possible 5. Daily or to the extent possible	1. Contact Logs 2. Contact Logs 3. Contact Logs 4. Contact Logs 5. Contact Logs

6. EL teachers will also keep a log of opportunities, services, and effort to provide EL language acquisition services and support.	6. EL Teacher	6. (weekly, daily, or to the extent possible	6. Contact Logs
7. Onsite testing services will also be provided for both EL and Special Education subgroup students.	7. EL Teacher	7. (weekly, or to the extent possible	7. Testing Schedules/Results

Process for Implementing Action Step

EL teachers will organize Zoom meetings to attempt to facilitate more inclusion in the integrated or targeted opportunities for online students and document participation. EL teachers and staff will also create a weekly schedule to provide language acquisition services to the extent possible to support the online EL student.
EL teachers and directors will follow up on logs and documentation of efforts and success.

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					
	Other:	x	x	x	x	x

		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:	x	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
SUSD intends to ensure that students participating in teacher facilitated online distance learning, or through teacher led distance learning (in the eventuality of a school closure) have access to necessary counseling services through the following methods: 1. To the extent necessary for students needing counseling services, In-person counseling services can be scheduled with the District Mental Health Counselor. 2. The District Mental Health Counselor may also provide services via phone or Zoom if necessary or send other resources or materials to families if needed. **SUSD intends to ensure that students participating in teacher facilitated online distance learning, or through teacher led distance learning (in the eventuality of a school closure) are provided with support with social emotional learning through the following methods:** 3. Teachers will be making weekly contact, or to the extent possible and will inquire as to the students social emotional needs. 4. Teachers and/or staff will make available on the District or school websites resources and online videos for parents about social emotional issues and strategies.	1. The District Mental Health Counselor, Principals, and Special Services Director. 2. The District Mental Health Counselor, Principals, and Special Services Director. 3. Teachers and Principals 4. Teachers, Principals, School and District Staff	1. As Needed 2. As Needed 3. Weekly or to the extent possible 4. Monthly or to the extent possible or As Needed	1. Schedule/Log for Mental Health Counselor and/or provided materials and resources. 2. Schedule/Log for Mental Health Counselor and/or provided materials and resources. 3. Teacher contact log 4. Resources on Website

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
SUSD intends to ensure that students participating in teacher facilitated online distance learning, or through teacher led distance learning (in the eventuality of a school closure) can demonstrate mastery of academic content through the following methods: 1. Students participating in teacher facilitated online distance learning will be assessed using Edgenuity's Online Quizzes and Assessments and then also participate in the teacher/district created quarterly benchmarks to demonstrate mastery and comparability to their peers in the face to face setting.	1. Online Coordinator/Teacher and Principals	1. Online Quizzes and assessments as necessary within the program and Quarterly Benchmarks each Quarter	1. Student scores on quizzes, assessments and benchmarks. Edgenuity's course quizzes and assessments, and the quarterly benchmark schedule and benchmarks.
2. Students participating in teacher led distance learning (in the eventuality of a school closure) can demonstrate mastery of academic content through regular district formative assessments that are administered weekly, Unit Tests and in the teacher/district created quarterly benchmarks to demonstrate mastery.	2. Regular classroom teachers and Principals	2. DFAs on a weekly basis, Unit tests as needed, and Quarterly Benchmarks each Quarter	2. Student scores on DFAs, unit tests and benchmarks, also the quarterly benchmark schedule and benchmarks.

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	Teacher/District created Benchmarks administered via the teacher and or para professional proctor in a one on one setting.	In Person in a site based testing center or computer lab	Baseline with the first six weeks of school and Quarterly Benchmarks within the last two weeks of each Quarter
1-3	Teacher/District created Benchmarks administered through Illuminate Education Assessment System	In Person in a site based testing center or computer lab	Baseline with the first six weeks of school and Quarterly Benchmarks within the last two weeks of each Quarter
4-6	Teacher/District created Benchmarks administered through Illuminate Education Assessment System	In Person in a site based testing center or computer lab	Baseline with the first six weeks of school and Quarterly Benchmarks within the last two weeks of each Quarter
7-8	Teacher/District created Benchmarks administered through Illuminate Education Assessment System	In Person in a site based testing center or computer lab	Baseline with the first six weeks of school and Quarterly Benchmarks within the last two weeks of each Quarter
9-12	Teacher/District created Benchmarks administered through Illuminate Education Assessment System	In Person in a site based testing center or computer lab	Baseline with the first six weeks of school and Quarterly Benchmarks within the last two weeks of each Quarter

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	Teacher/District created Benchmarks administered via the teacher and or para professional proctor in a one on	In Person in a site based testing center or computer lab	Baseline with the first six weeks of school and Quarterly Benchmarks within the last two weeks of each

	one setting. Students will also be screened and benchmarked using Star AZ Early Literacy Assessments for MOWR requirements.		Quarter
1-3	Teacher/District created Benchmarks administered through Illuminate Education Assessment System Students will also be screened and benchmarked using Star AZ Early Literacy/Star Assessments for MOWR requirements.	In Person in a site based testing center or computer lab	Baseline with the first six weeks of school and Quarterly Benchmarks within the last two weeks of each Quarter
4-6	Teacher/District created Benchmarks administered through Illuminate Education Assessment System	In Person in a site based testing center or computer lab	Baseline with the first six weeks of school and Quarterly Benchmarks within the last two weeks of each Quarter
7-8	Teacher/District created Benchmarks administered through Illuminate Education Assessment System	In Person in a site based testing center or computer lab	Baseline with the first six weeks of school and Quarterly Benchmarks within the last two weeks of each Quarter
9-12	Teacher/District created Benchmarks administered through Illuminate Education Assessment System	In Person in a site based testing center or computer lab	Baseline with the first six weeks of school and Quarterly Benchmarks within the last two weeks of each Quarter

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 district will administer all Benchmarks on-site to maintain validity. Online or remote learning students will be allowed to schedule times to participate in Benchmark tests in a safe onsite environment.

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.

SUSD will provide onsite locations for any online or remote student who needs a place to complete their online work.

The School Board of SUSD#5 has approved the start of school for August17th with students returning for in person face to face instruction. Parents or students who feel uncomfortable with returning for in person face to face instruction can opt for an Online Teacher facilitated option via Edgenuity or Edgenuity K-5 IS.

In the eventuality of a school closure or Spike in Covid-19 cases or exposure, regular classroom teachers will convert their instruction to remote learning and provide recorded instruction, materials, resources, and assignments via Google Classroom or Seesaw until face to face instruction can resume, maintaining continuity of classroom instruction.