

Cobre Valley Institute of Technology (CVIT) Distance Learning Plan 2020/2021

School District Name	Cobre Valley Institute of Technology	School District Entity ID	79391
Representative authorized to submit the plan	Mike O'Neal		
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School Information

School Name	Entity ID	CTDS
CVIT- Central Campus EAC – Gila Pueblo Campus	79391	11-08-02-000

Distance Learning Background Information

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

Estimated Enrollment for FY 2021	135	Start Date for Distance Learning	August 17, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	15	Estimated Number of Students Participating in Distance Learning for a Portion of the year	120

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

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Is the school district requiring students to do distance learning?	Yes
If students are required to do distance learning, is the school district providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<p>CVIT Central Campus instructors will take attendance daily using the district’s SIS - School Master. Canvas learning management system will serve as back up.</p> <ol style="list-style-type: none"> Students will log in, via Canvas, Zoom or Google meets, at designated class time. Teacher will take the daily attendance using the web-based SIS-School Master. Canvas student activity record will be kept as backup for time accounting. Student will be marked absent if not signed in during designated time, or if the student misses more than 50% of instructional time. 	<ul style="list-style-type: none"> Teachers record attendance District Administration 	<ul style="list-style-type: none"> Student attendance is recorded daily Attendance reports are generated weekly for analysis 	<ul style="list-style-type: none"> Attendance in School Master Teacher text messages/emails/or phone calls student for excessive absences Weekly attendance reports

a. 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
<ul style="list-style-type: none"> District communication is being shared ahead of the start of school informing families that students are required to attend class at the scheduled time. Attendance will be recorded. Students are required to attend a virtual orientation before school starts, where attendance will be reinforced. Students not attending the orientation, will be contacted personally by campus administrator. Students who are absent on the first day of school will be personally called by a campus administrator to support the student’s active participation and attendance. After the first day of school, teachers will follow the standard district practice for contacting students after their 2nd absence to support the student’s active participation. Students who accumulate further absences will be reported to administration. Weekly absence reports will be reviewed b district administrator. 	<ul style="list-style-type: none"> Campus Administrators Teachers Counselors 	<ul style="list-style-type: none"> Communications will occur regularly before school starts regarding orientations and requirements for attendance. Administrator will receive a list of any student who missed orientation the day following the event. Administrator will call the student’s home. The school will notify any student family not in attendance on the first day of school. Teachers will call home to students who miss class to support student learning. Administrator will make home contacts to support students if absences persist. 	<ul style="list-style-type: none"> Communications that were shared and stored in School Master Student attendance reports Attendance notes recorded in the SIS Weekly student attendance reports

Teacher and Staff Expectations and Support

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> • Teachers will be onsite during contract hours to facilitate virtual classes during regular posted hours. Additionally, teachers will post office hours to be virtually available to students. • Teachers will review and revise scope & sequence to adjust lesson plans as needed to reflect any COVID-19 related impact. • Teachers will determine the need for further adjustments to curriculum and instruction based on common gaps in student learning identified during analysis of pre-program assessment data. • Teachers will design and deliver synchronous learning experiences that align with the program scope & sequence. Student learning will include direct instruction provided via Zoom video conferencing to promote teacher interaction and support. • Instruction delivery will include at learning objective, aligned student activity and a documented assessment of student learning. • Teachers will deliver content and facilitate experiences aligned to: <ul style="list-style-type: none"> ○ The prioritization of technical standards and content required for industry certification ○ Student learning experiences that virtually support the CTE Delivery Model: <ul style="list-style-type: none"> ▪ Video resources to introduce and/or explain technical concepts ▪ Video resources to demonstrate industry practices ▪ content and industry practices ▪ Guest speakers or interviews on leadership skills critical to career success • Teachers will continue to post student grades to Canvas to communicate student’s learning progress. • Teachers will routinely engage in small group or individual student contacts with students to establish a professional teacher-student relationship and encourage discussion of successes and struggles to be resolved. • Teachers will author and share communication with administration, including what student learning looks like during virtual learning, sharing examples of student learning (e.g. student videos & student work from virtual learning), 	<ul style="list-style-type: none"> • School Administrators • Teachers • Satellite Counselors 	<ul style="list-style-type: none"> • Instruction will occur daily (Monday thru Friday) beginning on Aug 17th. Teachers 	<ul style="list-style-type: none"> • Teacher’s Canvas Classrooms • Canvas and gradebooks reflection of student learning

Commitments on delivery of employee support services

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> • District administration actively practices an open-door policy and is accessible to all staff. • The administration facilitates start of the year meeting to promote transparent communication. • Administration communicates a minimum of bi-weekly with instructors to provide instructional support as needed. • HR shares communication with updates. Included in the communication is a reminder about the district’s Employee Assistance Program, including support for social emotional concerns. • Satellite Counselors maintain Google Classrooms of resources for social and emotional support for easy access by students, families and staff. 	<ul style="list-style-type: none"> • Administration • HR 	<ul style="list-style-type: none"> • District meetings occur monthly. • Campus Faculty and Staff meetings occur virtually biweekly during online learning. • HR updates occur monthly. 	<ul style="list-style-type: none"> • Meeting agendas • Counselors’ Google Classrooms • District Communications

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How professional development will be provided to employees

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> • District will provide additional training to teachers to recognize and support students who are facing new/additional challenges to academic success. • District will offer professional learning opportunities for online and virtual instruction. • Administrators will facilitate teachers' efforts to share best practices for mitigating learning loss. • Administrator will facilitate the sharing of effective strategies and resources for online and offline forms of distance learning, including building relationships with families and encouraging families to become involved in their child's learning. • 	<ul style="list-style-type: none"> • Administration • Educational Partners 	<ul style="list-style-type: none"> • Campus administrator will support ongoing sharing of best practices and strategies through regular faculty meetings. • At the beginning of each semester, teachers will be provided an opportunity to participate distance PD. 	<ul style="list-style-type: none"> • Student engagement & attendance • Student learning (grades & achievement) • Training materials

Specific Professional Development Topics That Will Be Covered

<p>District will provide the following virtual PD opportunities throughout the 2020-21 school year to all instructors:</p> <ul style="list-style-type: none"> • Classroom Management • Creating PowerPoints • CTE Essentials • CTE Program Management • Formative Assessment for CTE Programs • Instructional Best Practices • Laboratory Safety and Management • Serving Exceptional Students in CTE • Work-Based Learning
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Connectivity

The boxes checked below 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?			
Personal Contact and Discussion	X	X	X
Other: Satellite School Administrator/Counselor	X		
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot	X		
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
Extended Weekday Hours	X		

Instructional Methods and Monitoring Learning

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>
9-12	<i>See below for CTEDs</i>	<i>See below for CTEDs</i>	<i>See below for CTEDs</i>	<i>See below for CTEDs</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>
<ul style="list-style-type: none"> Distance learning will occur through instruction via Canvas, Zoom and/or Google Classroom. 	<ul style="list-style-type: none"> Content is largely teacher created and/or curated, including: 	<ul style="list-style-type: none"> Teachers will use the Canvas platform for content delivery and assessment of student work. Formative 	<ul style="list-style-type: none"> Teacher developed summative assessments, including unit exams, will be administered through Canvas. 	<ul style="list-style-type: none"> Distance learning will occur through instruction via Canvas, Google Meet and/or Zoom.

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<ul style="list-style-type: none"> ● All teachers will use Canvas to facilitate student learning. Specifically, Canvas will be used to distribute content and assignments, foster collaboration, assess student learning, and to collect student work. ● Instruction will include at least a daily learning objective, aligned student activity and a documented assessment (deliverable) of student learning. ● Content and facilitated experiences will be aligned to: <ul style="list-style-type: none"> ● The prioritization of technical standards and content required for industry certification ● Student learning experiences that virtually support the CTE Delivery Model: <ul style="list-style-type: none"> ● Video resources to introduce and/or explain technical concepts ● Video resources to demonstrate industry practices ● Virtual guest speakers or interviews on leadership skills critical to career success 	<ul style="list-style-type: none"> ○ Video resources to introduce and/or explain technical concepts ○ Video resources to demonstrate industry practices ○ Virtual field trips to industry sites, interviews with industry professionals, and/or guest speakers to explore technical content and industry practices ○ Virtual guest speakers or interviews on leadership skills critical to career success ● Curricular resources provided by district adopted textbook publishers ● Curricular resources provided through the Arizona CTE Curriculum Consortium 	<p>assessment will be administered through Canvas.</p> <ul style="list-style-type: none"> ● Regular monitoring of student progression through learning will occur through teacher-developed tools, including: <ul style="list-style-type: none"> ○ Daily student deliverables ○ Regular, informal checks for understanding ○ Formal unit quizzes and assessments aligned with the program scope and sequence document ● Where appropriate, teachers will provide students with industry supported prep ware to help teachers, students and families track learning progress towards industry certification. 	<ul style="list-style-type: none"> ● The district program pre-assessments will be administered through Canvas and/or Google Classroom. The pre-assessments allow teachers to analyze incoming student knowledge and plan for instruction. Pre-assessments will occur during the 1st and 2nd week of school. ● Each district program will include at least one common, benchmark assessment aligned to the program assessments. Teachers will meet to collaborate around student performance data. ● End of program assessments will be administered in May. ● Completing students will all sit for the ADE Technical Assessments in the spring. This assessment is administered by ADE. ● Embedded in all programs are industry recognized certifications. Students will sit for certification exams as they are ready. Industry certification assessments are administered by each industry and/or state board. 	<ul style="list-style-type: none"> ● All teachers will use Canvas to facilitate student learning. Specifically, Canvas will be used to distribute content and assignments, foster collaboration, assess student learning, and to collect student work. ● Instruction will include at least a daily learning objective, aligned student activity and a documented assessment (deliverable) of student learning. ● Content and facilitated experiences will be aligned to: <ul style="list-style-type: none"> ● The prioritization of technical standards and content required for industry certification ● Student learning experiences that virtually support the CTE Delivery Model: <ul style="list-style-type: none"> ● Video resources to introduce and/or explain technical concepts ● Video resources to demonstrate industry practices ● Virtual guest speakers or interviews on leadership skills critical to career success
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Meeting the Needs of Students with Disabilities and English Learners.

a. *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
Students who self-identify as receiving IEP/504 services will be provided with written and verbal guidance as to the process to self-advocate for accommodations in a post-secondary setting with the College Disability Resource Office	<ul style="list-style-type: none"> District Administrator Satellite Administrator Satellite Counselor Campus ADA Coordinator 	<ul style="list-style-type: none"> Prior to the opening of the school year At each IEP/504 review period Change of ESS/504 status 	Documentation in schoolmaster
Collaboration with satellite member district schools for any students self-identified as receiving IEP/504 services to obtain records.	<ul style="list-style-type: none"> Satellite counselors Satellite administrators District administrator 	Prior to the opening of the school year	Documentation in Schoolmaster.
Satellite counselor will provide district administrator and instructors with a list of all of their students served under an IEP/504.	<ul style="list-style-type: none"> Satellite Administrator Satellite Counselor 	<ul style="list-style-type: none"> Prior to the opening of the school year At each review of the IEP/504 Change in ESS status 	<ul style="list-style-type: none"> Signed teacher verification form on file Documentation of review in Schoolmaster
Review of accommodations and modifications contained in the IEP/504 to assure implementation in instruction and assessment.	<ul style="list-style-type: none"> District Administrator Teachers Campus ADA Coordinator Satellite Counselor 	<ul style="list-style-type: none"> Prior to the opening of the school year At each review of the IEP/504 Change in ESS status <p>As evidence of performance decline is reported by teacher, grade reports, or parent concern</p>	Documentation of review and any recommendations in Schoolmaster.
Consultation to support teachers in adapting accommodations and modifications for in-person, online, and hybrid learning environments.	<ul style="list-style-type: none"> District Administrator Campus ADA Coordinator Satellite Counselor 	<ul style="list-style-type: none"> Prior to the opening of the school year At each review of the IEP/504 Change in ESS status <p>As evidence of performance decline is reported by teacher, grade reports, or parent concern</p>	Documentation of review and any recommendations in Schoolmaster
Initiation of chronic health procedures for medically fragile students to allow for extended deadlines for tests and assignments as well as for extended absences without academic penalty	<ul style="list-style-type: none"> Satellite counselor District administrator Campus ADA Coordinator 	<ul style="list-style-type: none"> At the opening of the school year As medical matters are disclosed to the school staff 	Documentation in Schoolmaster Chronic health form

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<p>Initiate Multi-Tiered System of Support (MTSS) process to review student needs.</p> <ul style="list-style-type: none"> • If appropriate, a Student Study Team will convene to establish formal interventions to support student success. • Progress monitoring will remain in-place for at least one additional quarter to assess progress and success. 	<ul style="list-style-type: none"> • Satellite Counselor • Teacher • Campus Administration • ADA Coordinator 	<p>As evidence of performance decline is reported by teacher, grade reports, or parent concern.</p>	<p>Documentation in Schoolmaster Development of Student Study Team meeting notes</p>
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Process for Implementing Action Step

The process for implementing action steps will vary as dictated by the individual action step. Most processes will be initiated by the ESS team or the campus counselor and documentation of the process will occur within the school master system.

b. 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
<p>Collaboration with satellite member district schools for any students self-identified as receiving EL services to obtain EL plans and supports</p>	<ul style="list-style-type: none"> • Satellite Administrator • Satellite Counselor • District Administrator 	<ul style="list-style-type: none"> • Prior to the opening of the school year 	<p>Documentation in Schoolmaster</p>
<p>Inclusion of study strategies, organizational skills, and test taking strategies in the Google Classroom resources</p>	<ul style="list-style-type: none"> • Satellite Counselor • Teachers 	<ul style="list-style-type: none"> • Included in Google Classrooms at opening of school year • Updated resources added at least quarterly 	<ul style="list-style-type: none"> • Presence of strategies housed in the Google Classroom • Quarterly monitoring of student progress and reinforcement of strategies in use
<p>Each satellite counselor will provide administrator and teacher a list of all of their students who receive EL support services from their high school.</p>	<ul style="list-style-type: none"> • Satellite Counselor 	<ul style="list-style-type: none"> • Prior to the opening of the school year • At each review of the EL plan <p>Change in EL status.</p>	<p>Documentation of review in Schoolmaster</p>

Process for Implementing Action Step

The process for implementing action steps will vary as dictated by the individual action step. Most processes will be initiated by the ESS team or the campus counselor and documentation of the process will occur within the School Master system.

Social and Emotional Learning Support for Students

The boxes checked below indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

9-12

Social Emotional Learning	Teacher Check-in	X
	Packet of Social and Emotional Topics	X
	Online Social Emotional videos	
	Parent Training	X
	Other:	X

9-12

Counseling Services	In-Person	X
	Phone	X
	Webcast	X
	Email/IM	X
	Other:	X

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
Materials to students, staff, and families regarding: <ul style="list-style-type: none"> • Indicators of anxiety • Indicators of depression • Development of coping skills • Suicide awareness 	<ul style="list-style-type: none"> • Satellite counselors • District Administrator 	<ul style="list-style-type: none"> • Included in Google Classrooms at opening of school year • Updated resources added at least quarterly 	<ul style="list-style-type: none"> • Presence of strategies housed in the Google Classroom
Resources and communications to students, staff and families will be provided through platforms such as: <ul style="list-style-type: none"> • Google Classrooms • Guest speakers • Posting on website • Parent virtual meetings • Virtual trainings 	<ul style="list-style-type: none"> • Satellite counselors • District Administrator 	<ul style="list-style-type: none"> • Initiated at the start of the school year • Updated at least quarterly 	Presence in Google Classroom, the district website and communications