

## Distance Learning Plan Template for School Districts

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. School districts are required to submit a DLP to the Arizona Department of Education (ADE) prior to implementing distance learning. School districts may begin operating their DLP upon submission of the plan to ADE. Charter schools are required to use the template provided by the Arizona State Board for Charter Schools (ASBCS) and must submit their DLP as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

School Districts may make revisions to improve their DLP at any time, but must submit those changes to the ADE within 10 business days of any substantive revision. School districts should contact the ADE at [EmergencyDL@azed.gov](mailto: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](mailto: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:

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](mailto:EmergencyDL@azed.gov) with any questions.*

<b>Ganado Unified School District</b>		<b>School District Entity ID</b>	
<b>Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)</b>	Betsy Dobias		
<b>Representative Telephone Number</b>	928-755-1178		
<b>Representative EMail Address</b>	betsy.dobias@ganado.k12.az.us		

## School Information

*\*In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

<b>School Name</b>	<b>Entity ID</b>	<b>CTDS</b>
<b>Ganado Primary School</b>	<b>4157</b>	<b>010220101</b>
<b>Ganado Intermediate School</b>	<b>4157</b>	<b>010220102</b>
<b>Ganado Middle School</b>	<b>4157</b>	<b>010220103</b>

Ganado High School	4157	010220104
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## 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)*

<ul style="list-style-type: none"> <li>Estimated Enrollment for FY 2021</li> </ul>	1500	<ul style="list-style-type: none"> <li>Start Date for Distance Learning</li> </ul>	8/6/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	40	Estimated Number of Students Participating in Distance Learning for a Portion of the year	Total 1270 PS-12 Grade K-23 Grade 1-74 Grade 2-69 Grade 3-77

			<p><b>Grade 4-88</b></p> <p><b>Grade 5-71</b></p> <p><b>Grade 6-115</b></p> <p><b>Grade 7-108</b></p> <p><b>Grade 8-122</b></p> <p><b>Grade 9-120</b></p> <p><b>Grade 10-129</b></p> <p><b>Grade 11-115</b></p> <p><b>Grade 12-146</b></p>
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<p><b>Please choose the option that indicates your proposed duration/plan for distance learning:</b></p>	<p><input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students.</p> <p><input checked="" type="checkbox"/> 2. We intend to operate distance learning until the Governing Board and Administration deems it safe for all students.</p> <p><input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen.</p> <p><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.).</p> <p><input type="checkbox"/> 5. Other (Please explain below)</p>
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**If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use: Per the executive order of Governor Ducey Ganado Unified School District at the direction of the Governing board with input from administration is choosing to go with an entirely online format for the students. This is because of the high number of cases in the area.**

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<b>Is the school district requiring students to do distance learning?</b>	Yes it is the only means of delivery
<b>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?</b>	Not at this time.

*\*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.*

Parents will complete an attestation of documentation and daily assignments Teacher Aides will be now tasked to monitor attendance.

**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
Daily attendance will be taken by teachers through the monitoring of  1. Attendance at Live Learning Sessions  2. Completion of daily assignments  3. Time spent on Edgenuity coursework as assigned by the teacher  4. Parent attestation documenting time students spent working on assignments	Teachers  Students  Parents  District	1. On date of attendance  2. Daily  3. Daily  4. Weekly	1. Teacher attendance book. Grade for participation.  2. Grades on completed assignments  3. Edgenuity Report  4. Parent Attestation form. (Google Form? Or a paper form?).

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
1. Weekly message reminders of attendance  2. Post attendance information and forms on the school website  3. Orient students and parents on attendance responsibilities	Teachers  Students  Parents  Registrar  Attendance Team  Counselors	1. Weekly  2. Start of School  3. Start of School and as needed	1. Documentation of messages being sent out from the district.  2. Website presence.  3. Google Classroom Orientation and google form.  4. Phone logs

<p>4. Create an attendance team to make phone calls to parents</p> <p>5. Utilize a referral system for students missing 3 attendance events in a row</p> <p>6. Send letters to parents informing of student absences at 5, 7, 9 days</p>	<p>Social Worker</p> <p>Database Specialist</p>	<p>4. Start of School, used as needed</p> <p>5. Start of school, used as needed</p> <p>6. Start of School, used as needed</p>	<p>5. Referrals and case files</p> <p>6. Attendance letters in Cumulative File and SIS.</p>
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# 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
<p>1. Weekly Lesson Plans</p> <p>2. Assignment Policy:</p> <ul style="list-style-type: none"> <li>5 daily assignments used as attendance documentation</li> <li>2 other graded assignments per week</li> <li>· Use of Edgenuity Content</li> </ul> <p>3. Delivery of Instruction:</p> <ul style="list-style-type: none"> <li>· Live Lessons</li> </ul>	<p>Teachers</p> <p>Administrators</p>	<p>Weekly</p>	<p>Google Classroom monitoring.</p> <p>Teachers complete tasks on time.</p> <p>Evidence of student learning of content assigned through grades and student work submitted online.</p> <p>Administrative “Walkthroughs”</p>

Office Hours			
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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
District and school administrators will respond to written and verbal inquiries within 48 hours. If the inquiry was in written form, the response will also be in written form.	Curriculum Director Principals	Dailey	Emails should have 48 hour turn around

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
Establish mandatory PD for every teacher totaling 15 hours. This will consist of online training that will include a quiz and generate a certificate upon successful completion.	Principals at each school	Principals will review each teacher quarterly to determine if they are making sufficient progress.	Certificates of completion will be collected by principals
Teachers will submit individualized plans for an additional 15 hours of	Principals at each school	Principals will review each teacher's progress quarterly to determine if	



PD. Plans must be approved before they can start following their plan.		they are making sufficient progress.	
<b>List Specific Professional Development Topics That Will Be Covered</b>			
<p><u>Mandatory PD for teachers:</u></p> <p>District Orientation – Coronavirus Awareness, COVID 19 District Safety Plan and related trainings, Workplace Injury Prevention, Distance Learning Plan, Staff Ethics, Conflict of Interest, Sexual Harassment, Blood Borne Pathogens, First Aid, Child Abuse Reporting, Business Office protocols.</p> <p>Site Orientation – School Distance Learning Plan, Teacher Roles and Responsibilities, including effective staff communication, Student expectations for learning, Classroom management, Increasing parent/guardian participation in their student’s learning, teaching student’s effective goal setting strategies, Google Classroom for Professional Learning, Remind app, Google Suite Level 1 and 2 training, Learner First Virtual Summit, iCEV (CTE teachers), Teacher Led workshops (Flipgrid, Loom, Kahoot, Nearpod, Edgenuity, other instructional strategies).</p>			

## 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
<b>What was Used to Establish Need?</b>			
Questionnaire	✓		
Personal Contact and Discussion	✓	✓	✓
Needs Assessment-Available data	A map was generated to determine where hotspots		

	and where buses with Internet access would best be located throughout the district.		
Other:			

**What will be Used to Respond to Need?**

Loaner Device (laptop/tablet)	✓	✓	✓
WIFI Hotspot	✓		
Supplemental Utility Support (Internet)	Buses providing Internet access	✓	✓
Other:			

**When will stakeholders have access to IT Support Availability?**

Traditional School Hours			
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.

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)</b>				
	<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>Zoom, Edgenuity</i>	<i>Edgenuity</i>	<i>Teach test taking strategies, practice tests and analyze data</i>	<i>Teach test taking strategies, practice tests and analyze data</i>
<i>1-3</i>	<i>Direct instruction via Zoom and other apps, independent study using Edgenuity, and in rare instances paper assignments.</i>	<i>Edgenuity Google Classroom, and in rare cases paper assignments</i>	<i>Same for all grades</i>	<i>Same for all grades</i>
<i>4-6</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>
<i>7-8</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>
<i>9-12</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)</b>				
	<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>Teach test taking strategies, practice tests and analyze data</i>	<i>Teach test taking strategies, practice tests and analyze data</i>
<i>1-3</i>	<i>Direct instruction via Zoom and other apps, independent study using Edgenuity, and in rare instances paper assignments.</i>	<i>Edgenuity, Google Classroom, and in rare cases paper assignments</i>	<i>Same for all grades</i>	<i>Same for all grades</i>
<i>4-6</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>
<i>7-8</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>
<i>9-12</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>	<i>Same for all grades</i>

<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)</b>
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	<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>1-2</i>	<i>Direct instruction via Zoom and other apps, independent study using Edgenuity, and in rare instances paper assignments.</i>	<i>Edgenuity, Google Classroom, and in rare cases paper assignments</i>	<ol style="list-style-type: none"> <li><i>1. Teacher grading policies.</i></li> <li><i>2. Weekly on assigned days.</i></li> <li><i>3. Teacher Assessments</i></li> <li><i>4. Galileo Benchmark Testing</i></li> <li><i>5. Edgenuity Progress Monitoring and Assessments</i></li> </ol>	<ol style="list-style-type: none"> <li><i>1. Student grades</i></li> <li><i>2. Reports from Learning Platforms</i></li> <li><i>3. Conferencing Logs</i></li> <li><i>4. Teacher Post Assessments</i></li> <li><i>5. Edgenuity post test</i></li> <li><i>6. Galileo Post Test</i></li> <li><i>7. State Testing</i></li> </ol>
<i>3-12</i>	<i>9-12</i>	<ol style="list-style-type: none"> <li><i>1. Direct Instruction through Zoom or Google Meets</i></li> <li><i>2. ALEKS Interactive Software</i></li> <li><i>3. Edgenuity</i></li> <li><i>4. Homework with video supports on</i></li> </ol>	<ol style="list-style-type: none"> <li><i>1. Teachers</i></li> </ol>	<ol style="list-style-type: none"> <li><i>1. Teacher grading policies.</i></li> <li><i>2. Weekly on assigned days.</i></li> <li><i>3. Galileo Benchmark Testing</i></li> </ol>

		<p><i>Google Classroom</i></p> <p><i>4. Teacher conferencing.</i></p>		<p><i>4. ALEKS progress monitoring</i></p> <p><i>5. Edgenuity Progress Monitoring and Assessments</i></p>
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<b>Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)</b>				
	<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>Edgenuity Zoom</i>	<i>Zoom Google Classroom</i>	<p><i>1. Teacher grading policies.</i></p> <p><i>2. Weekly on assigned days.</i></p> <p><i>3. Teacher Assessments</i></p> <p><i>4. Galileo Benchmark Testing</i></p> <p><i>5. Edgenuity Progress Monitoring and Assessments</i></p>	<p><i>1. Student grades</i></p> <p><i>2. Reports from Learning Platforms</i></p> <p><i>3. Conferencing Logs</i></p> <p><i>4. Teacher Post Assessments</i></p> <p><i>5. Edgenuity post test</i></p> <p><i>6. Galileo Post Test</i></p> <p><i>7. State Testing</i></p>

<p>1-2</p>	<p><i>Direct instruction via Zoom and other apps, independent study using Edgenuity, and in rare instances paper assignments.</i></p>	<p><i>Edgenuity, Google Classroom, and in rare cases paper assignments</i></p>	<ol style="list-style-type: none"> <li>1. <i>Teacher grading policies.</i></li> <li>2. <i>Weekly on assigned days.</i></li> <li>3. <i>Teacher Assessments</i></li> <li>4. <i>Galileo Benchmark Testing</i></li> <li>5. <i>Edgenuity Progress Monitoring and Assessments</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Student grades</i></li> <li>2. <i>Reports from Learning Platforms</i></li> <li>3. <i>Conferencing Logs</i></li> <li>4. <i>Teacher Post Assessments</i></li> <li>5. <i>Edgenuity post test</i></li> <li>6. <i>Galileo Post Test</i></li> <li>7. <i>State Testing</i></li> </ol>
<p>3-12</p>	<ol style="list-style-type: none"> <li>1. <i>Direct Instruction through Zoom or Google Meets</i></li> <li>2. <i>Edgenuity</i></li> <li>3. <i>Homework with video supports on Google Classroom</i></li> <li>4. <i>teacher conferencing.</i></li> </ol>		<ol style="list-style-type: none"> <li>1. <i>Teacher grading policies.</i></li> <li>2. <i>Weekly on assigned days.</i></li> <li>3. <i>Teacher Assessments</i></li> <li>4. <i>Galileo Benchmark Testing</i></li> <li>5. <i>Edgenuity Progress Monitoring and Assessments</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Student grades</i></li> <li>2. <i>Reports from Learning Platforms</i></li> <li>3. <i>Conferencing Logs</i></li> <li>4. <i>Teacher Post Assessments</i></li> <li>5. <i>Edgenuity post test</i></li> <li>6. <i>Galileo Post Test</i></li> <li>7. <i>State Testing</i></li> </ol>

**Instructional Methods, Remote Training and Monitoring Student Learning  
(CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d) )**

	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>K-2</i>	<i>Direct instruction via Zoom and other apps, independent study using Edgenuity, and in rare instances paper assignments.</i>	<i>Edgenuity, Google Classroom, and in rare cases paper assignments</i>		
<i>3-12</i>	<ol style="list-style-type: none"> <li><i>1. Direct Instruction through Zoom or Google Meets</i></li> <li><i>2. Edgenuity</i></li> <li><i>3. Homework with video supports on Google Classroom</i></li> <li><i>4. teacher conferencing.</i></li> </ol>		<ol style="list-style-type: none"> <li><i>1. Teacher grading policies.</i></li> <li><i>2. Weekly on assigned days.</i></li> <li><i>3. Teacher Assessments</i></li> <li><i>4. Galileo Benchmark Testing</i></li> <li><i>5. Edgenuity Progress Monitoring and Assessments</i></li> </ol>	<ol style="list-style-type: none"> <li><i>1. Student grades</i></li> <li><i>2. Reports from Learning Platforms</i></li> <li><i>3. Conferencing Logs</i></li> <li><i>4. Teacher Post Assessments</i></li> <li><i>5. Edgenuity post test</i></li> <li><i>6. Galileo Post Test</i></li> <li><i>7. State Testing</i></li> </ol>



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

## Meeting the Needs of Students with Disabilities and English Learners.

a. Describe how the school district will ensure access and meet the needs of students with disabilities.

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Direct Instruction through Zoom or Google Meets	ESS Director ESS Teachers	Daily	ESS Case Management Service Logs
2. Edgenuity	Principals		IEPs
3. Homework with video supports on Google Classroom	Regular Ed. Teachers Students		Progress Monitoring
4. Teacher conferencing	Parents		
5. Student intervention.			
6. ESS Teacher Case Management			
7. Support to regular education teachers in implementation of IEP goals and strategies for various ESS needs.			

Process for Implementing Action Step

Social Emotional Learning Resources – provided by School Social Worker and SEL Team. Focus on mental health and strategies for positive engagement in learning, navigating changes, Behavioral RTI services and other support services.

Academic Counseling – provided by Guidance Counselors. Focus on monitoring academic progress to graduation, college and career counseling, Academic RTI services, Academic success strategies.

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

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Frequency and/or Timing</b>	<b>Evidence of Implementation</b>
<p>1. <i>Direct Instruction through Zoom or Google Meets</i></p> <p>2. <i>Edgenuity</i></p> <p>3. <i>Homework with video supports on Google Classroom</i></p> <p>4. <i>Teacher conferencing</i></p> <p>5. <i>iLit Reading Intervention software</i></p> <p>6. <i>Students separated by proficiency level.</i></p>	<p>Principals</p> <p>Instructional Services</p> <p>SEI Teachers</p> <p>Federal Programs</p>	<p>Daily</p>	<p>Students assignment to SEI classroom</p> <p>2 hours of instructional time documented for accountability purposes</p> <p>Lesson plans of Teachers</p> <p>Student proficiency or improvements in score on AZELLA test.</p>

**Process for Implementing Action Step**

Develop goals for the EL program

Outline new requirements for the SEI program

Provide teacher training on the EL program requirements and accountability

Seek additional training for teachers to improve practice

# 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
<b>Social Emotional Learning</b>	Teacher Check-in	✓	✓	✓	✓	✓
	Packet of Social and Emotional Topics	✓	✓	✓	✓	✓
	Online Social Emotional videos	✓	✓	✓	✓	✓
	Parent Training	✓	✓	✓	✓	✓
	Other:					

		Kinder	1-3	4-5	6-8	9-12
<b>Counseling Services</b>	In-Person					
	Phone	✓	✓	✓	✓	✓
	Webcast	✓	✓	✓	✓	✓
	Email/IM					x
	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
PE teachers will include lessons in their lesson plans for dealing with stress, ways to make and maintain friendships, and ways to deepen family relationships while learning is still taking place exclusively online. School counselors will reach out to students referred by teachers who appear to be struggling emotionally and socially while all learning is still taking place online. Principals will review PE teacher lesson plans.	Principals, PE teachers, and school counselors at each school	PE teachers will include lessons on these topics in their weekly lesson plans.	PE teacher lesson plans, student attendance records, teacher referrals to school counselors and school counselor follow-up notes

## 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
Galileo will determine levels of student mastery based on its internal criteria.	Galileo	Quarterly	Galileo results

## Benchmark Assessments (1.a.vii)

*In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS,*

etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given. Career and Technical Education Districts should submit N/A.

<b>Benchmark Assessments (Math)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>			
<i>1-3</i>	<i>Galileo</i>	<i>Online until in-person classes resume</i>	<i>Pre-tests by 8/21/2020 1st Quarter 10/2/2020</i>
<i>4-6</i>	<i>Galileo</i>	<i>Online until in-person classes resume</i>	<i>Pre-tests by 8/21/2020 1st Quarter 10/2/2020</i>
<i>7-8</i>	<i>Galileo</i>	<i>Online until in-person classes resume</i>	<i>Pre-tests by 8/21/2020 1st Quarter 10/2/2020</i>
<i>9-12</i>	<i>Galileo</i>	<i>Online until in-person classes resume</i>	<i>Pre-tests by 8/21/2020 1st Quarter 10/2/2020</i>

<b>Benchmark Assessments (ELA)</b>			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>Galileo</i>	<i>Online until in-person classes resume</i>	<i>Pre-tests by 8/21/2020 1st Quarter 10/2/2020</i>
<i>1-3</i>	<i>Galileo</i>	<i>Online until in-person classes resume</i>	<i>Pre-tests by 8/21/2020 1st Quarter 10/2/2020</i>
<i>4-6</i>	<i>Galileo</i>	<i>Online until in-person classes resume</i>	<i>Pre-tests by 8/21/2020 1st Quarter 10/2/2020</i>

7-8	<i>Galileo</i>	<i>Online until in-person classes resume</i>	<i>Pre-tests by 8/21/2020 1st Quarter 10/2/2020</i>
9-12	<i>Galileo</i>	<i>Online until in-person classes resume</i>	<i>Pre-tests by 8/21/2020 1st Quarter 10/2/2020</i>

**Optional: Describe how the school district will administer benchmark assessments (use if the school district wishes to provide information in addition to the table above).**

## **Additional Information (Optional)**

**The school district may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.**